



Accessibility plan

Approved by: Local Governing Body

Date: 12 September 2024

Last reviewed on: 12 September 2024

Next review due by: Oct 2025

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Bristol Free School seeks to foster a warm, welcoming and respectful culture which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment.

To find out more about our school approach to equality please read our Equality Policy and our Equality Objectives. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including our staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	<p>Bristol Free School continues to deliver a broad and balanced curriculum including BTEC options and allows for flexibility for individuals if needed</p> <p>SEND students are tested for access arrangements to ensure they are able to achieve their potential in exams and assessments</p> <p>All SEND students are involved in the wider life of the school (for example participation in extra curricular activities and trips)</p>	<p>Year 9 options are carefully reviewed to support student needs</p> <p>SENCAAT to test students</p> <p>To track SEND involvement in trips and clubs</p>	<p>SENDCo & AHT</p> <p>Whole School SEND Link practitioner</p> <p>SENDCo & AHT</p>	<p>End of term 4</p> <p>Termly tracking</p>	<p>All students are in appropriate courses</p> <p>Identified students are tested and feedback is given to parents</p> <p>Every child with an SEND need in actively engaged in the wider life of the school</p>
	We use resources tailored to the needs of pupils who require support to access the curriculum.	All students with an E or K SEN status have a personalised student profile with specified strategies in place for teachers to adhere to.	Ensure all profiles are up to date by the end of term 4	SENDCo	Termly	Learning walks demonstrate that teachers are embedding the provided strategies

		<p>Teachers differentiate resources to effectively meet the needs of all learners</p> <p>Respond to and implement advice from external agencies such as OT,EP, sensory support etc</p>	SEND department to ensure strategies are being implementing through learning walks and book looks.			and students are fully supported in line with the guidance given.
	Curriculum progress is tracked for all pupils, including those with a disability.	<p>SEND student progress is tracked termly in regards to academic progress (EAP), attendance, behaviour and homework. Interventions are then set in response to this tracking.</p> <p>Interventions are tracked and reviewed through Edukey at least every two terms</p>	Termly tracking of SEND student progress	<p>SENDCo</p> <p>TAs are responsible for tracking their own interventions. SENDCo to oversee this</p>	Termly	Every SEND student that is underperforming has strategies and interventions in place to raise attainment.
	Targets are set effectively and are appropriate for pupils with additional needs.	<p>SEND students have personalised targets set to support their area(s) of need whether that be for:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and physical needs 	Liaise with external agencies to ensure targets are up to date and effective	SENDCo	Termly	

		<ul style="list-style-type: none"> • These will be shared with teachers 				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Internal and external dining facilities suitable for wheelchair users • Where appropriate and if required, specialist ergonomic furniture is provided 	<p>Keep physical environment under review, considering needs of individual students. Including:</p> <ul style="list-style-type: none"> • Gates and doors suitable for wheelchair users 	<p>Liaise with external agencies to ensure any adaptations are appropriate</p>	<p>Finance Manager, SENDCo</p>	<p>Annually</p>	<p>Any physical barriers are mitigated so that all students/staff/visitors have appropriate access to site.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Where appropriate, disabled students are equipped with laptops, iPads and other new 	<p>Keep delivery of information under review including:</p> <ul style="list-style-type: none"> • Signage – review height and need for accessible signage Pictorial or symbolic representations 	<p>Liaise with external agencies to ensure any adaptations are appropriate</p>	<p>Finance Manager, SENDCo and Whole School SEND Link practitioner</p>	<p>Annually</p>	<p>Any communication barriers are mitigated so that all students/staff/visitors have appropriate access to site.</p>

	technologies to assist in accessing information					
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the local governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys/Lifts	Two storeys in three buildings. C & D Block, Sports/Drama Hall	None - Lifts in each building. Keep all maintained and in good working order. Consider controlling access to lifts.	Finance Manager	Ongoing
Parking bays	Three in main car park	None – Newly added in 2020. Keep level of need under review	Finance Manager	Ongoing
Entrances	All entrances have ramp access. Doors are held open during the school day	Review need for manual/automatic doors. Impact of introducing access control.	Finance Manager	Spring 2024
Toilets	Adequate number of accessible toilets in all blocks.	Review needs.	Finance Manager	Ongoing
Reception area	Student Services and Visitor Reception both have accessible desks and hearing loops.	Review needs. Adapt as necessary.	Finance Manager	Ongoing
Internal signage	Corridor directional signage is lacking.	Install more, improved and accessible signage throughout the school.	Finance Manager	Summer 2024
Emergency escape routes	Disabled refuge and evac chairs for each stairwell.	Keep all maintained and in good working order. Ensure adequate numbers of staff trained annually.	Finance Manager	Ongoing