



Accessibility Plan

Bridgnorth Education Centre

| | |
|------------------------|----------------|
| Adopted: | March 2020 |
| Reviewed: | September 2023 |
| Next Review: | September 2024 |
| Responsibility: | Claire Vaughan |

Aims and Objectives

Bridgnorth Education Centre

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the school will achieve these aims.

| Aims | Current good practice Include established practice and practice under development | Objectives | Actions to be taken | Person responsib le | Date to complet e actions by | Success Criteria |
|---|---|---|---|---|---|---|
| Increase access to the curriculum for students with a disability (general) | <ul style="list-style-type: none">• Our ability to develop and increase the curriculum opportunities to be inclusive in meeting the needs of all students eg. Students with ASD, ADHD, hearing difficulties, speech difficulties and visual impairment. | <ul style="list-style-type: none">• To continue to provide a healthy environment that enables full curriculum access, which values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs. | <ul style="list-style-type: none">• Ensure 'Student Summary document' is completed thoroughly and shared with staff.• Document should also identify agencies involved with student; make contact to access appropriate support whilst taught at TMBSS. | All staff to be aware and use, however completed by CV/RW as appropriate. | On-going | <ul style="list-style-type: none">• All students have a 'student summary document on the T-drive.• All outside agencies are identified and appropriate support identified. |
| Increase access to the curriculum for students with a disability (Visits) | <ul style="list-style-type: none">• All students attend educational visits due to thorough risk assessments carried out by key staff to ensure participation for all.• The Governors have a Health and Safety sub-committee to monitor, challenge and support. | <ul style="list-style-type: none">• To ensure that educational visits continue to be risk assessed to ensure that reasonable adjustments can be made to ensure all students can participate. | <ul style="list-style-type: none">• Staff to complete risk assessments as necessary | All teachers. R/As monitored by RW/CV | On-going | <ul style="list-style-type: none">• All students attend educational visits |

| Aims | Current good practice Include established practice and practice under development | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success Criteria |
|--|---|--|--|--|-----------------------------|---|
| Increase access to the curriculum for students with a disability (external agencies) | <ul style="list-style-type: none"> • Ongoing use of specialist agencies (e.g: BeeU, speech therapists, Educational Psychologists, Occupational Therapists etc.) to investigate and extend opportunities for students with specific needs. • Sensory guidance is shared and followed with all staff | <ul style="list-style-type: none"> • Continue to ensure referral paperwork is completed as soon as need is identified and the referral followed up by key member of staff. • Invite all agencies to the First Review meeting so that expertise can be shared early in the programme. • Sensory advice and guidance is followed for individuals as directed by external agencies | <ul style="list-style-type: none"> • Staff to complete referral paperwork as necessary and ensure contacts and referral processes up to date • Ensure open channels of communication are maintained throughout the placement, including opportunities to contribute to review process. • Where applicable, students needs are met and suitable resources provided | <p>All teaching staff, CM, Admin and link SLT</p> <p>SENCO (LB), RW and CV</p> | On-going | <ul style="list-style-type: none"> • S&E tracker indicate progress in all areas. • Adaptive approach that is flexible and responsive in meeting evolving student needs • Students are supported with successful transitions/reintegration to schools |
| Increase access to the curriculum for students with a disability (Baseline information) | <ul style="list-style-type: none"> • All teachers and support staff are made aware of the details of individual needs and disabilities in order to arrange physical learning environments as appropriate (eg. Student with medical conditions) • Baseline assessment indicate academic capability and potential areas requiring additional support and intervention. • Individual reading profiles provide staff with strategies to support student in accessing curriculum. | <ul style="list-style-type: none"> • Obtain as much information about the student prior to arrival and share with staff in timely fashion. • Information to be stored centrally and easily accessible | <ul style="list-style-type: none"> • To ensure information gathered through induction process via admission paperwork, home/centre visit and used to complete the “student information” form which is shared with staff. <p>To ensure SEND information and areas identified via baselines used to inform intervention plans and teacher planning</p> | <p>CV/RW to complete.</p> <p>All staff to be aware and use.</p> | On-going | <ul style="list-style-type: none"> • All staff are aware of student disability and associated issues, including those specific to our students. • Planning is informed by information gathered to support students appropriately. |

| Aims | Current good practice Include established practice and practice under development | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success Criteria |
|--|--|---|--|---|-----------------------------|---|
| Increase access to the curriculum for students with a disability (Accessing individual lessons) | <ul style="list-style-type: none"> • Structured personalised literacy and numeracy programme • Differentiated lessons. One to one support sessions with teacher, subject specialists and support staff. • Short manageable and achievable sections to lessons • Individualised programme, including bespoke interventions and alternative provision as appropriate • Small group setting • Build on success through positive interactions and praise from staff. • Mentoring sessions with Learning Mentor, focussing on CBT skills and managing emotions. • to raise self-esteem • Qualified and experienced staff providing individual support and guidance • Access to activities which challenge negative view of self • Restorative practice approach • Access to careers advice. | <ul style="list-style-type: none"> • To provide a differentiated curriculum to enable all students to feel secure and make progress. • To ensure that all staff use Education Healthcare Plans (EHCPs), with advice sought from outside agencies where appropriate, to allow all students to reach their full potential • To ensure that physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons • To ensure that Teaching Assistants and Learning Mentors are deployed to implement targeted support • To ensure that all students are able to access appropriate resources and agencies to support their wellbeing. | <ul style="list-style-type: none"> • Continue to provide wide and balanced curriculum. • Continue to differentiate lessons to allow all students to make progress using baseline and tracking data • Staff to follow SEND protocols. • Continue to plan inclusive lessons and make use of appropriate provision <p>Review current support staff competencies and skills and ensure</p> | <p>All staff</p> <p>Monitored by CV/RW/S LT/subject leads</p> | <p>On-going</p> | <ul style="list-style-type: none"> • Evidence of students accessing wide curriculum in reviews & student enrichment folders • Outcomes of students and tracking data • Students feel safe and are able to access support when required (both internal and external options) • Students placed in appropriate educational settings to meet their needs. • All students will have access to full range of sporting activities. |

| Aims | Current good practice Include established practice and practice under development | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success Criteria |
|---|---|---|---|---|--|--|
| Increase access to the curriculum for students with a disability (Preparing for examinations) | <ul style="list-style-type: none"> Students are tested for access arrangements for external exams. Information is used in centre to establish as normal way of working. Staff complete invigilator training annually | <ul style="list-style-type: none"> Support for SENCO & examination officer to ensure appropriate access arrangements are in place for external exams. All staff aware of how to invigilate and support examinations in line with JCQ guidelines. | <ul style="list-style-type: none"> CV/RW/LB oversee access arrangements application process Exams officer (LG) Centre manager & LC ensuring access arrangements for exams during exams them. Students are not disadvantaged in exams. | LB – Testing for access arrangements RW/CV ensures students have access arrangements in place | On-going April - prior to exams | <ul style="list-style-type: none"> Access arrangements for external exams in & students not disadvantaged in exams. All invigilators, readers and scribes fully trained. |
| Improve and maintain access to the physical environment | <ul style="list-style-type: none"> The school manages the existing learning and meeting spaces well, ensuring that a meeting room or classroom is available to students and professionals when required All ground floor rooms are wheelchair accessible, including disabled toilet Sufficient designated parking spaces for disabled users. Physical environment that is safe and welcoming Clear signage in all areas Door handles, light switches and exit button are at a suitable height for wheelchair users Appropriate risk assessment and emergency plans for all | <ul style="list-style-type: none"> Ensure that all students, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises Provide appropriate furniture / equipment where necessary for students with disabilities | <ul style="list-style-type: none"> Monitor use of disabled facilities Plan for the purchase of furniture / equipment to meet the needs of known students with disabilities based on specialist advice received Continue to regularly re-examine school buildings evaluating the existing provision and its systems Fire wardens made aware of individual needs Regular fire alarm tests and checks of equipment to ensure evacuation procedures are known and practised in case of an emergency Risk assessments and appropriate arrangements made on individuals | SLT, CM, Admin | On-going As soon as need identified | <ul style="list-style-type: none"> All visitors to site not disadvantaged by environmental factors School is able to rapidly respond in providing appropriate equipment Successful fire drills Successful evacuation in an emergency |

| Aims | Current good practice Include established practice and practice under development | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success Criteria |
|--|--|--|---|---------------------------------------|--|--|
| Improve the delivery of written information to students | <ul style="list-style-type: none"> • All key documents available on website and paper copies by request • Alternative fonts/sizes used to produce work • Student resources may be printed in alternative colours /students use colour filters • Text provided in accessible segments. • Use of DARTs activities to access written word • Physical copies of work shown on board or via visualiser • Use of technology to support access • Access to reader/scribe/TA support • Availability of online learning / alternatives | <ul style="list-style-type: none"> • To ensure that all staff are aware of how to modify materials and there are appropriate materials <p>To make written information more accessible to students with disabilities and at home</p> | <ul style="list-style-type: none"> • Materials modified and continuously monitored • Where appropriate, the school plan for the provision of enlarged resources and exam materials, papers copied onto coloured paper where needed, enlarged written communication with home where needed • Liaise with outside agencies and professionals to procure appropriate equipment for improved access to written information | Individual teachers and support staff | On-going Share information on induction or as soon as requirements become apparent /once need is identified | <ul style="list-style-type: none"> • Outcomes of students evident at review and on tracking data • Students with disabilities have greater access to information. • Centre is able to respond quickly to requests for information in alternative formats. |

| Aims | Current good practice Include established practice and practice under development | Objectives | Actions to be taken | Person respon sible | Date to complet e actions by | Success Criteria |
|--|---|--|---|------------------------------------|---|---|
| Corridor access | <ul style="list-style-type: none"> All ground floor rooms are wheelchair accessible | <ul style="list-style-type: none"> Continue to maintain on daily basis | <ul style="list-style-type: none"> Keep all corridors clear of obstructions. To review site annually and to address concerns from arising from the inspection | CV/RW | Ongoing | <ul style="list-style-type: none"> All students with disabilities accessing the curriculum |
| Entrance | <ul style="list-style-type: none"> Entrance easily accessible by wheelchair users, ramp and rail leading up to building. Allocated disabled parking spaces. Newly installed security fencing had camera and intercom for access | <ul style="list-style-type: none"> Liaise with local authority regarding public access to car park and maintenance of | <ul style="list-style-type: none"> Monitor external maintenance regarding the borders with plants and shrubs. | CV/RW /MD | Ongoing | <ul style="list-style-type: none"> All visitors, students and staff able to access building |
| Reception Area | <ul style="list-style-type: none"> Students and visitors have clear easy access to the administrator's office | <ul style="list-style-type: none"> Continue to maintain on daily basis | <ul style="list-style-type: none"> Keep reception area clear of furniture and displays | All Staff | Ongoing | <ul style="list-style-type: none"> All visitors, students and staff able to access reception, as appropriate |
| Toilets | <ul style="list-style-type: none"> Disabled toilet facilities available | <ul style="list-style-type: none"> Keep disabled toilet accessible for its purpose | <ul style="list-style-type: none"> Ensure disabled toilet accessible for its purpose | All staff | Ongoing | <ul style="list-style-type: none"> All visitors, students and staff able to access toilets, as appropriate |
| Signage | <ul style="list-style-type: none"> Clear visual signage throughout building | <ul style="list-style-type: none"> Maintained on a schedule | <ul style="list-style-type: none"> Annual site review | CV/RW | Ongoing | <ul style="list-style-type: none"> Appropriate signage in place and maintained |
| Fire alarms | <ul style="list-style-type: none"> Fire alarms tested on a weekly basis and maintained on a schedule | <ul style="list-style-type: none"> To continue with schedule on maintenance and testing | <ul style="list-style-type: none"> Review fire escape plan annually | CV/RW /MD | Ongoing | <ul style="list-style-type: none"> Fire drill completed successfully on a termly basis. |
| Doors | <ul style="list-style-type: none"> All doors sufficiently wide for wheelchair accessibility and handles at appropriate height All doors now have soft close mechanisms | <ul style="list-style-type: none"> Maintained on a schedule and compliant with regulations. | <ul style="list-style-type: none"> Review efficiency of door operation after any potential damage | CV/RW | Ongoing | <ul style="list-style-type: none"> No reports of students unable to access lessons due to disability |
| Emergency escape routes | <ul style="list-style-type: none"> Emergency escape routes through reception, the rear of the building and classrooms on the right hand side. | <ul style="list-style-type: none"> To continue with schedule on maintenance and testing | <ul style="list-style-type: none"> Maintain clear access to emergency routes. | All staff | Ongoing | <ul style="list-style-type: none"> Fire drill completed successfully on a termly basis. |