

Accessibility plan



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

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.

We pride ourselves on providing a welcoming, stable and friendly environment that supports students to re-engage with education and build strong relationships with a supportive team of trusted staff. The plan will be made available online on the school website, and paper copies are available upon request.

Our Mission Statement

To re-engage young people across Bristol with education in a safe, supportive and ambitious learning environment that inspires positive outcomes and personal growth. To develop responsibility, respect for self and others and a sense of community, that recognises and celebrates diversity.

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, including the Bristol Once City Children and Young People's Board, Keeping Bristol Safe Partnership, Education Reference Group.

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

We have included a range of stakeholders in the development of this accessibility plan, and will continue to seek engagement particularly from young people at the school.

We acknowledge that the building has limitations for people with limited mobility, and we adapt our teaching styles, location and content to accommodate. We also adapt our risk assessments and health and safety around the building to meet the needs of all our young people.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for disabled pupils and those with additional needs	<ul style="list-style-type: none">• Every young person has a bespoke timetable based on detailed needs assessment.• We use resources tailored to the needs of pupils who require support to access the curriculum• Curriculum resources include examples of disabled people• Curriculum progress is tracked for all pupils, including those with a disability• Targets are set effectively and are appropriate for pupils with additional needs• The curriculum is reviewed to make sure it meets the needs of all pupils	<p>Every pupil's academic, social, emotional, mental health needs are met.</p> <p>Every pupil with medical or physical needs to have a health care plan.</p>	Review three times per year for every pupil, and as needed if any new needs are identified.	SENCo	ongoing	All pupil's leave able to access post 16 opportunities successfully.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Teaching styles and location are adapted to meet needs. For pupils with any mobility challenges, teaching takes place on the ground floor. 	All medium term planning to include reference to accessibility for individual pupil's where necessary.		SENCo	ongoing	No pupil's access to the school's offer is impacted negatively due to mobility issues.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations 	To maintain research and understanding through regular CPD of how to improve delivery of information.	Implement actions from research and CPD.	SENCo	ongoing	All pupils demonstrate through their progress that communication methods are effective.
Sensory audit of the building	<p>All staff are aware of pupil's sensory needs.</p> <p>Low stimulation spaces are available for all pupils.</p>	Increase the range of sensory options available.	Update the sensory audit and implement recommendations.	SENCo	By December 2025	<p>Pupils report increased focus and regulation.</p> <p>Review audit progress.</p>

4. Monitoring arrangements

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

It will be approved by the Senior Leadership Team.

5. Links with other policies

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

- Health and safety policy
- Equal opportunities policy
- SEND policy
- Supporting pupils with medical conditions policy