



Rose Bridge Academy

Accessibility Plan

2017-2018

At Rose Bridge Academy, our vision is to improve outcomes for all and for every student to enjoy and succeed in the academy, regardless of their starting point or background.

We aim to:

- develop well rounded individuals that demonstrate greater resilience, determination and strength of character,
- equip students with the skills required to access increased opportunities and enhance their life chances,
- insist on high expectations and challenge of all,
- Develop an aspirational academy community that engages all parents and guardians.

The purpose of this plan is to outline the Accessibility within the areas of physical environment, curriculum and the written information provided in relation to Rose Bridge Academy in accordance with the Equality Act 2010. It complements our Equality Policy, Health and Safety Policy and PEEPS. It will be shared across the school community (with staff, students, Parents and Carers) and with stakeholders within the local community as well as across Community First Academy Trust and the appropriate parties across Wigan LA.

This Accessibility Plan supports our students/staff/visitors with a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

This plan will be renewed annually, when training needs will also be identified and arranged as appropriate.

Concerns or complaints

In the first instance, a senior member of staff should be contacted. If issues or concerns remain unresolved, these should be raised in accordance with the academy's complaints procedures.

Approved by:

Date: 1.8.2017

Review Due 1.8.2019



Section 2: Aims and objectives

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 Academy will achieve these aims.

| Aim | Current Good Practice | Objectives | Actions to be taken | Person Responsible | Date to complete actions by | Success Criteria |
|--|--|--|--|--|------------------------------------|---|
| Increase access to the curriculum for students with a disability | Review of equipment, resources, hardware and software Review of curriculum outcomes/course requirements Individual learning pathways identified where appropriate. | No Barriers to exist barring a students from accessing all aspects of Curriculum | Equipment to be purchased as necessary. Pathways to be as facilitated as appropriate. Support requirements to be identified and timetabled as required | CC/SB/Head of Year | Annual | All Barriers removed |
| Improve and maintain access to the physical environment | Reviews of access to building general and specialist learning areas. Establishing and developing relationships with medical, Speech and Language Therapists and other agencies. | Ensure no physical barriers exist to including during any building works | Work to be completed as fund allow. All new works to be fully DDA compliant | HS/JJ/CC | Ongoing as required | Accessibility to all areas of school to be increased if any refurbishments works take place. |
| Improve the delivery of written information to students | Review and assessment of individual needs on intake. Use of specialist communication technology. | Do young people need alternative format for information | Information format to be reviewed and format to be considered | CC/Admin Team/ICT Support Team (Website) | Ongoing | All young people to have equal access to all information being made available through the Academy |



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| Access to wider curriculum | Increase participation in after school activities Liaise with supported transport to facilitate after school clubs and boosters Encourage student and parental engagement with trips and visits | % take up of activities to be same across all sub groups within school including SEN and those young people with a Disability | Annual review , activities to be undertaken to ensure take up take place each term by staff | CC/HS/JH/Head s of Year | Annually | % take up of activities to be same across all sub groups within school including SEN and those young people with a Disability |
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Section 3: Access Audit

| Feature | Description | Actions to be taken | Person Responsible | Date to complete by |
|-------------------|--|---|---|--|
| Number of Storeys | One storey building with 2 Storey Maths and Science Blocks | Consideration is taken over accessibility when timetabling students to upstairs rooms and as appropriate rooms are changed to accommodate students requirements | SB/HS/Head of Year | Each Academic Year /if Students access requirements change |
| Corridor Access | Single steps are a feature of the building due to its age | Portable access ramp available | Receptionist/Office Supervisor to let Site Staff know if anyone needs support with this | As required |
| Lifts | To Access Maths Building | Servicing as appropriate | JJ/Site Staff | Ongoing /Annually |
| Parking Bays | Clearly marked at all entrances | None at this time | JJ/Site Staff | Annual check of markings |
| Entrances | All level access is provided at all main entrances to the school | None at this time | JJ/Site Staff | Ongoing |
| Ramps | Numerous changes in heights exist around school | Portable access ramp available | Receptionist/Office Supervisor to let Site Staff know if anyone needs support with this | As required |



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|---------------------------------|--|---|------------------------------------|---|
| Toilets | Disabled facilities are available at 2 locations in school if required | As facilities are refurbished /renewed this to be reviewed | DW | Ongoing |
| Reception Areas | Accessible with low level reception desks | None at this time | Office Supervisor | Ongoing |
| Internal Signage | Clear. All visitors are escorted in accordance with our safeguarding policy | To be reviewed on an ongoing basis. | JJ/Site Staff | Ongoing |
| Emergency Evacuation Routes | Regularly practiced, Site Staff have had training in using an Evacuation Chair | Training to be renewed as appropriate and chair inspected annually | JJ/Site Staff | Annually |
| Emergency Evacuation Procedures | Students with hearing/visual impairment/mobility difficulties | Checks to be made by two members of staff on their safe evacuation PEEPs in place | HS/Heads of Year/Form Teachers/LSA | Annually or any new admissions/diagnosis as appropriate |