



ACCESSIBILITY POLICY

Policy Owner	Bridge Short Stay School
Last reviewed on	November 2020
Approved by Management Committee	January 2021
Next Review Date	September 2021

BRIDGE SHORT STAY SCHOOL

ACCESS POLICY

What type of establishment are we?

Issues of relevance:

- Geographical location: Bridge Short Stay School, Wissage Road, Lichfield, Staffs. WS13 6SW Tel: 01543 255872
- Disability issues: including access to main entrance, toilet facilities, emergency fire exit
- Socio-economic backgrounds of students: refer to SEF
- Attainment levels of different groups of student: refer to SEF
- Other disadvantaged groups of students: Social, emotional and behavioural needs
- Student mobility: currently all are able bodied
- Use of existing tools to inform assessment determine baseline and provide date for added value: tracking system in place
- Provision of information in the written format, handouts, timetables, newsletters, use of oral, symbolic or picture formats: all adapted to suit individual needs

Aims of an Access Policy

It is based on the following core values and ethos as expressed in Bridge Short Stay School's aims/mission statement.

Bridge Short Stay School's Commitment to Access

What sort of establishment are we – and include a number of aims which reflect Bridge Short Stay School's commitment to access in relation to its own specific context. Such aims include:

- Ensuring that all students and staff are encouraged and able to achieve to their full potential:
- Respecting and valuing differences between people:
- Preparing students for life in a diverse society:
- Diversity is not seen as a problem but as a rich resource to support the learning of all
- Responding positively to differences includes the promotion of positive attitudes

- Making Bridge Short Stay School a place where everyone, irrespective of their disability promote good relations between different groups within Bridge Short Stay School and within the wider community:
- Ensuring that an inclusive ethos is established and maintained:
- Opposing all forms of prejudice and harassment:
- Being proactive in tackling and eliminating unlawful discrimination:

This policy contains explicit and specific statements which reflect Bridge Short Stay School's commitment to promote access.

Leadership and Management

All the Schools policies reflect a commitment to access in its widest context i.e. Inclusion.

The Management Committee set a clear ethos which reflects the Bridge Short Stay School's commitment to challenging Disability Discrimination.

Bridge Short Stay School promotes positive approaches to valuing and respecting diversity.

The Bridge Short Stay School Management Committee will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.

All staff contribute to the development and review of policy documents. Bridge Short Stay School ensures the involvement of the Management Committee and takes appropriate steps to enable the contribution of parents/carers.

The evaluation of policies is used to identify specific actions to address access issues.

Teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content in relation to Bridge Short Stay School and the wider community.

Additional grants are appropriately targeted and monitored.

Timetabling is considered to ensure no discrimination.

Staffing: Recruitment and Professional Development

Bridge Short Stay School adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.

Steps are taken to encourage people from other represented groups to apply for positions at all levels– equal opportunities.

Steps are taken to ensure that everyone associated with Bridge Short Stay School is informed of the contents of this policy. New staff are familiar with it as part of their induction programme. The skills

of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Professional development opportunities should include the following:

- Teaching and learning styles
- Ideas, strategies and resources to provide for diversity
- Understanding of the needs of cognitive, communication and interaction, emotional and behavioural, physical and sensory and medical difficulties and how they affect learning
- Experience to ensure greater understanding by being placed in the position of the learner
- Sharing good practice
- Time and energy requirements for pupils to complete tasks

e.g.

- Being unable to read or access the written word, difficulty in understanding, fine motor control, the mind unable to respond to directions
- Staff are confident to use ICT facilities to produce written information in different formats

Curriculum

Curriculum planning takes account of the diverse range of needs of all students.

The curriculum builds on students' starting points and is differentiated appropriately to ensure inclusion.

Assessment, Student Achievement and Progress

All students have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all students. Bridge Short Stay School ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

Bridge Short Stay School monitors and analyses student performance by disability, gender, ethnicity and background and is therefore able to identify groups of students where there are patterns of underachievement. Bridge Short Stay School ensures that action is taken to counter this.

Staff have very high expectations of all students and they continually challenge them to extend their learning and achieve higher standards. Bridge Short Stay School recognises and values all forms of achievement.

Self-assessment provides all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All students have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess student progress.
e.g. N.C., QCA., 14 –19 Accreditation. APP and Goal Assessments.

School Ethos

Bridge Short Stay School opposes all forms of prejudice and discrimination.

All learners are recognised as having a contribution to make to the learning process.

Learning promotes confidence and self-esteem

There is flexibility so that diverse needs can be catered for.

Bridge Short Stay School publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within Bridge Short Stay School.

Staff foster a positive atmosphere of mutual respect and trust among students from all groups.

Bridge Short Stay School caters for the dietary and dress requirements of different disabilities and religious groups.

Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents and discrimination.

Students, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.

Staff are trained to deal effectively with bullying, discrimination and prejudice.

Bridge Short Stay School seeks to ensure that information is provided in appropriate large print and prospective students who may have difficulty with standard forms or printed information would be accommodated.

Behaviour, Discipline and Exclusions

Bridge Short Stay School expects high standards of behaviour from all students.

There are strategies to reintegrate long term truants and excluded students that address the needs of all students.

Bridge Short Stay School's procedures for disciplining students and managing behaviour are fair and applied equally to all.

It is recognised that disability may adversely affect behaviour and all staff are trained to understand and overcome this.

It is recognised that cultural background may affect behaviour. Bridge Short Stay School takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline as stated within the Bridge Short Stay School's Behaviour Policy.

Students, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is discriminatory, racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

Personal Development and Pastoral Care

Pastoral support takes account of disability.

Positive images are used.

Bridge Short Stay School takes account of and meets the needs of all students.

The students are provided with appropriate career and Post 16 advice.

Work experience providers are required to demonstrate their commitment to disability discrimination and setting are matched to pupil needs as part of a package.

Appropriate support is given to victims of discrimination and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with Bridge Short Stay School's policies and provided with relevant support to consider and modify their behaviour.

Admission and Attendance

The admissions process is initiated by the District Inclusion Partnership and is applied consistently to all students, so that students from particular groups are not disadvantaged.

Comprehensive information about students' disability, medical, physical needs, diet etc. is included in all admissions forms and discussed at pre-admission interviews.

Bridge Short Stay School and families are aware of their rights and responsibilities in relation to student attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision would be made for students on extended leave or in hospital or ill at home so that they are able to continue with their learning.

Attendance is monitored by disability, gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of students.

Partnership with Parents/Carers and the Community

Progress reports to parents/carers are accessible and appropriate, in order to ensure that all parents/carers have the opportunity to participate in the dialogue.

All parents/carers are encouraged to participate in all levels in the full life of Bridge Short Stay School.

Bridge Short Stay School works in partnership with parents/carers and the community to develop positive attitudes to diversity and to address specific incidents.

Bridge Short Stay School takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.

Information material for parents/carers is easily accessible in user friendly language and is available in languages and formats other than English as appropriate.

Meetings with parents/carers are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Informal events are designed to include the whole community and at times may target minority or marginalized groups.

Responsibilities

The Management Committee and Headteacher will ensure that Bridge Short Stay School complies with all relevant disability legislation.

Accountability is vital on the part of the Management Committee and staff ignorance is not a defence against disability discrimination.

Bridge Short Stay School's Management Committee and Headteacher will ensure that the policy and related procedures and strategies are implemented.

The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

Mrs L Abell (Health & Safety Co-ordinator) and Miss A Punnett (SENCO) will be responsible for co-ordinating working access opportunities.

All reasonable adjustments must be made.

Health and Safety aspects must be reviewed and found appropriate.

Recognition by the Management Committee and Headteacher that budgets will be scrutinised to ensure accessibility for disabled pupils.

All students who have medical needs should have a current regularly reviewed signed Care Plan.

The Management Committee could include a section on access planning in their annual report to parents/carers incorporating this within the SEN report.

The Unit Environment

The environment is welcoming.

Consideration is being given to students who are wheel chair users so as to remove barriers to access including toilets and shower facilities, steps and stairs, doorways etc.

- Paths around the site are safe
- Emergency and evacuation procedures are established to inform all students including alarms with auditory and visual components
- Décor and signage is considered to avoid confusion or disorientation
- Background noise is reduced and consideration given to room acoustics and noisy equipment
- Furniture and equipment are selected, adjusted and located appropriately
- Areas are well lit

Monitoring and Review

This policy will be regularly monitored and reviewed

The effectiveness of the policy will be evaluated *annually* by the member of staff responsible for Access/Inclusion

Member of staff responsible for Access/Inclusion: The Headteacher

Date of Policy: November, 2020

