

The Constance Bridgeman Centre

Knowledge, Understanding, Opportunity

Accessibility Plan

Written by

T Clayton

Written on

December 2024

Due for review on

January 2027

This accessibility plan has been prepared in accordance with **paragraph 3 of Schedule 10 to the Equality Act 2010**:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment to increase the extent to which disabled pupils can take advantage of the educational benefits, facilities or services provided or offered
- improve the way disabled pupils can access information that is easily accessible to pupils who are not disabled.

The purpose of this document is to outline the values and philosophy of The Constance Bridgeman Centre (CBC) and the on-going actions of the PRU Management Committee to increase access to education for all pupils in relation to accessibility. It sets out a framework within which teaching and non-teaching staff can operate.

CBC caters for pupils experiencing Social, Emotional and Mental Health and/or Behavioural Difficulties (SEMH) and as a 'special school' focusses its resources to ensure equality of access for all pupils regardless of disability, with their individual needs assessed, and resourced in order to ensure that pupils make progress with their behaviour management and academic attainment.

Definition of Disability

Disability is defined in the **Equality Act 2010** as: "A person has a disability 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 carry out normal day to day activities." The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, attention deficit and hyperactivity disorder (ADHD), diabetes or epilepsy.

In the context of CBC, we recognise that many people do not see or recognise mental health and social, emotional and behavioural difficulties as disabilities. As a school community, we will challenge these assumptions and try to bring more understanding of the issues relating to our work.

Aims and Purpose of our Accessibility Plan

Key Objective

To reduce and eliminate barriers which restrict pupils' access to the curriculum and participation in the school community.

Aims and purpose

CBC seeks to ensure that compliance is consistent with the school's aims, the Equality & Diversity Policy, and the SEN Policy and Report.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against **disabled pupils** in admissions, exclusions, and provision of education and associated services
- not to treat **disabled pupils** less favourably
- to take reasonable steps to avoid putting **disabled pupils** at a substantial disadvantage.

Leaders will:

- recognise and value parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- provide all pupils with a broad and balanced curriculum, including The National Curriculum adapted and adjusted to meet pupils' individual and specific needs.

Equality and Diversity Principles

As a school and learning community, we value diversity and we recognise that different learners bring different perspectives, ideas, knowledge and culture and that this difference brings great strength. We will not unlawfully discriminate or exclude based on individual characteristics or circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage or civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status; or other distinctions.

Such discrimination represents a waste of talent and a denial of opportunity for self-fulfilment and is at odds with our commitment to equal opportunities. We will aspire to create an inclusive teaching and learning environment by taking steps to identify barriers to learning and addressing these. We respect the rights of individuals, including the right to hold different views and beliefs. We will work to prevent these differences being manifested in a way that violates any person's dignity, or creates an intimidating, hostile, degrading, humiliating or offensive environment for others. We expect commitment and involvement from all our partners and members of the learning community in upholding our equality and diversity principles.

We recognise that at times the behaviour that pupils exhibit, may test our commitment to these underlying principles, but we will strive to see children for how they can become rather than make judgments of them as people because of their presenting behaviours. Staff will strive to hold a position of unconditional positive regard at all times and hold both the children and their needs in mind.

We will over time, and in line with reviewing this plan on an annual basis, ensure that where this plan and the principles contained within it are highlighted in other policies these will be made clear to staff, Governors and other members of the school community.

The major parts of our Accessibility Plan are outlined within the Staff Code of Conduct. Directed time meetings for staff will be allocated to the plan on an annual basis.

Any complaints with regard to this Accessibility Plan will be dealt with through the existing school complaint procedures.

Achieving our objectives and principles

This section outlines the three main activities the school undertakes to promote accessibility and achieve the principles outlined above.

1. Education & related activities - Curriculum

The school will continue to seek and follow the advice of LA services, and other external professionals, that can support the school to ensure equality of access and developmental achievement commensurate with potential ability. Specialist and support staff are deployed to support a range of curricular needs – i.e. literacy, numeracy, speech and language programmes. Special considerations are in place for pupils taking part in tests and examinations. With regard to controlled assessments and examinations, the school will in all cases adhere to the JCQ guidelines on “Access Arrangements, Reasonable Adjustments and Special Consideration”.

2. Physical environment

The school is located in the former Loxford Youth Centre with wheelchair access by the main entrance. The school will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

3. Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. We will advise Parents/Carers at the admission interview if there are written matters that they do not understand the school will offer support, e.g. translation into different languages. We will strive to ensure that we do not use jargon in correspondence, and use fonts and typefaces that are easily viewed. Information on the website is available as a hard paper copy free of charge on request.

We have an open-door policy at CBC and encourage collaborative working with parents, carers and other stakeholders.

4. Publication

The school makes its Accessibility Plan available in the following ways:

- A copy is provided on request from the school office.
- A copy is issued to all Parents/Carers at admission.
- The full plan is available in a variety of formats, e.g. large print.
- A copy is on the school website.