

# Accessibility Plan



**RIVERSIDE BRIDGE SCHOOL**

'EXCELLENCE FOR ALL'



**Ratified by Governors: 6<sup>th</sup> February 2018**

**To be reviewed: February 2019**

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## ACCESSIBILITY PLAN

Review Frequency:	Annually
Date of ratification:	February 2018
Date next review due:	February 2019
Scope of Plan:	This plan applies to all staff, students, governors and volunteers at Riverside Bridge School

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### 1.0 INTRODUCTION

1.1 This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by DfES in July 2002.

### 2.0 DEFINITION OF DISABILITY

2.1 Disability is defined by the Disability Discrimination Act 1995 (DDA):

*"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."*

### 3.0 KEY OBJECTIVE

3.1 To reduce and eliminate barriers to the curriculum and provide access that will enable students with a disability full participation and use of school facilities.

### 4.0 PRINCIPLES

- 4.1 Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- 4.2 The school recognises its duty under the DDA (as amended by the SENDA):
- not to discriminate against disabled pupils in their admissions and 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
  - to publish an Accessibility Plan.
- 4.3 The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities. The school also respects the parents' and child's right to confidentiality.
- 4.4 The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

## **5.0 ACTIVITY**

5.1 This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (3.0 above).

### **5.2 Education & related activities**

The school will seek and follow the advice of external specialist support services, such as specialist teacher advisers, SEN inspectors/advisers and appropriate health professionals from the local NHS Trusts, in order to ensure that disabled students have equal access to the curriculum and equal opportunity to meet challenging targets.

### **5.3 Physical environment**

Riverside Bridge School is fortunate in that it occupies newly-built accommodation which is fully DDA-compliant.

However, the school will 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, colour schemes and more accessible facilities and fittings.

### **5.4 Provision of information**

The school will make itself aware of, and where possible make use of, local services for providing information in alternative formats when required or requested.

### **5.5 Financial planning and control**

The Executive Headteacher, together with the appropriate Governors' committee, will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

### **5.6 Monitoring and evaluation**

Riverside Bridge School will evaluate success in meeting its key objective, 'To reduce and eliminate barriers to the curriculum and provide access that will enable students with a disability full participation and use of school facilities' by evaluating progress against key indicators and actions.