



Accessibility Plan

Introduction

This plan is drawn up in compliance with current legislation and the requirements relating to Disability within the Equality Act 2010. The Governing Body is committed to providing an environment that facilitates full access to all students, staff, parents/carers and visitors to Tor Bridge High.

The Governing Body will always strive to increase accessibility through, and including:

- increasing the extent to which disabled students can participate in the curriculum;
- improving the physical environment of the school site to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

Current Accessibility Arrangements

Admissions

Please refer to our Admissions Arrangement Policy which can be found on our website or through the Academy upon request. This policy covers admission arrangements for normal point eg. Year 7, in-year, oversubscription and entry to our Sixth Form.

Access to Building, Facilities and Classrooms

All areas of the school site are accessible to all students, staff and visitors as described below:

Cade (Post 16)

Accessed through the main piazza or main entrance to the building – both have sloped paths. In turn, all classrooms are accessible once in the main building with lift access to the first floor. There is provision of accessible toilet facilities throughout the building. Corridors are wide enough for wheelchair access. Entrance doors can be opened either manually or by using the automatic push button.

Austen, Faraday and Tenzing (11-16)

Accessed through the main piazza with sloped paths. As with the Cade building all classrooms are accessible with lift access to the first floor. In each 'school' there is provision of accessible toilet facilities along with accessible shower facilities in sports and inclusion. Corridors are wide enough for wheelchair access. Entrance doors can be opened either manually or by using the automatic push button.

The Soundhouse

Accessed either from the front or side of the Academy or from the piazza. All corridors are wide enough for wheelchair users. Internal and external doors are manually operated only. The building is set over two storeys with lift access between storeys. Accessible

toilets facilities are available on both floors with an accessible shower facility on the upper level.

Tamar Learning Centre

This is a single storey detached building – therefore no stairs are within the building. Entrance to the building is via an external door opened either manually or by using the automatic push button. There is provision of accessible toilet facilities together with an accessible shower/wet room area. Access is available without the need to use steps as it is all on ground level.

Graham Browne Building

This is situated in the piazza area and is, again, on ground level with no steps. Access is via manual/automatic doors and there are accessible toilet facilities contained within the building.

3G and playing fields

All are on ground level and are accessed without the need to use steps. There is provision of accessible toilets and wet room within the main indoor sports facilities.

Multi Use Games Area

Situated adjacent to the 3G and playing fields there are two access points to this area. The first is via some steps and the second is via a pathway which runs parallel to the 3G pitch. There is provision of accessible toilets and wet room within the main indoor sports facilities.

Piazza

Accessible to all. Steps are incorporated in the layout of the area but there is, in addition, a sloped area to allow wheelchair users to access all areas of the piazza and the buildings linked to the piazza.

Footpaths

Accessible to all.

Parking

There are a number of disabled parking bays around the site. The main entrance to the Academy is available for parents/carers etc to drop off and pick up disabled students.

Evacuation Procedures

The Academy's Fire and Emergency Evacuation Procedures lay down basic procedures for the safe and efficient evacuation of the school buildings. Fire Muster Plans are displayed throughout all buildings at exit points and instructions on what to do in the case of an evacuation are displayed in all rooms. The procedures document is circulated to all staff annually and to new starters as part of the staff induction pack upon appointment.

These procedures will be adapted to meet the specific needs of an individual and such procedures will be discussed with the student and parents and will be set out in the Personal Emergency Evacuation Plan for the student if required.

For visitors to Tor Bridge High procedures are explained as part of the secure entry solution.

Curriculum Access

Teaching, Learning and Assessment

At Tor Bridge High we seek to serve the local and wider community by offering students a fully inclusive learning environment in which to flourish as individuals. We are committed to inclusion and this is embodied through our values and ethos. Every teacher is responsible and accountable for all students in their class; every teacher is a teacher of Special Education Needs and Disabilities (SEND).

As a Mainstream Secondary School we cannot replicate the range of support and/or resources that a local authority can provide in a specialist school. However, the Academy does (and will continue to) successfully support students with a range of disabilities including physical and learning disabilities/difficulties. Decisions are taken on an individual basis following a full assessment (carried out within the terms of the SEN Policy and guidelines on assessing children) of a student's needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within Tor Bridge High or when a disability develops. SEND support plans for the student will address the issue, which will therefore be kept under constant review.

With regard to visually impaired students and visitors all door signage is given in braille. In addition coloured bands around pillars denote the area/school to enable visually impaired students in particular to identify subject bases.

Advice is sought from appropriate local and national agencies as required. Support can come in a variety of formats through the staged intervention strategy including:

- Input from specialist (external) teachers
- Technological enhancements
- Adaptation of teaching materials

Tor Bridge High's ICT network provides access to students in all locations.

In constructing the school timetable, sympathetic consideration will be given to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude a small minority of possibilities.

In conjunction with the Academy's SENCo, teachers will assess a student's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with national qualifications.

Tor Bridge High's policy on learning incorporates advice for teachers on supporting disabled students. The Academy has an on-going programme of Continuous Professional Learning which incorporates meeting the needs of different learners. Specific training on the needs of students with disabilities including physical and learning disabilities/difficulties is carried out as required.

Further information and detail can be found in the SEND Information Report and Admissions Arrangement Policy.

Informal Curriculum

Students at Tor Bridge High have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This includes sports, music, drama, clubs/activities and excursions/ trips.

Arrangements for play, recreation and other aspects of a student's social development are incorporated into their SEND Support Plan or Education, Health and Care Plan.

The suitability of any event and the need for additional support is discussed fully with parents/carers in advance.

Information for Students and Parents/Carers

Parents/carers are routinely involved in reviewing provision for their child. The student will also be involved depending on their ability and willingness to participate.

Materials can be formatted differently or translated as required. If either students or parents/carers have difficulty accessing information normally provided in writing e.g. handouts, newsletters, homework etc. then Tor Bridge High will be happy to consider alternative forms of provision.

Owner:	Business Manager
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