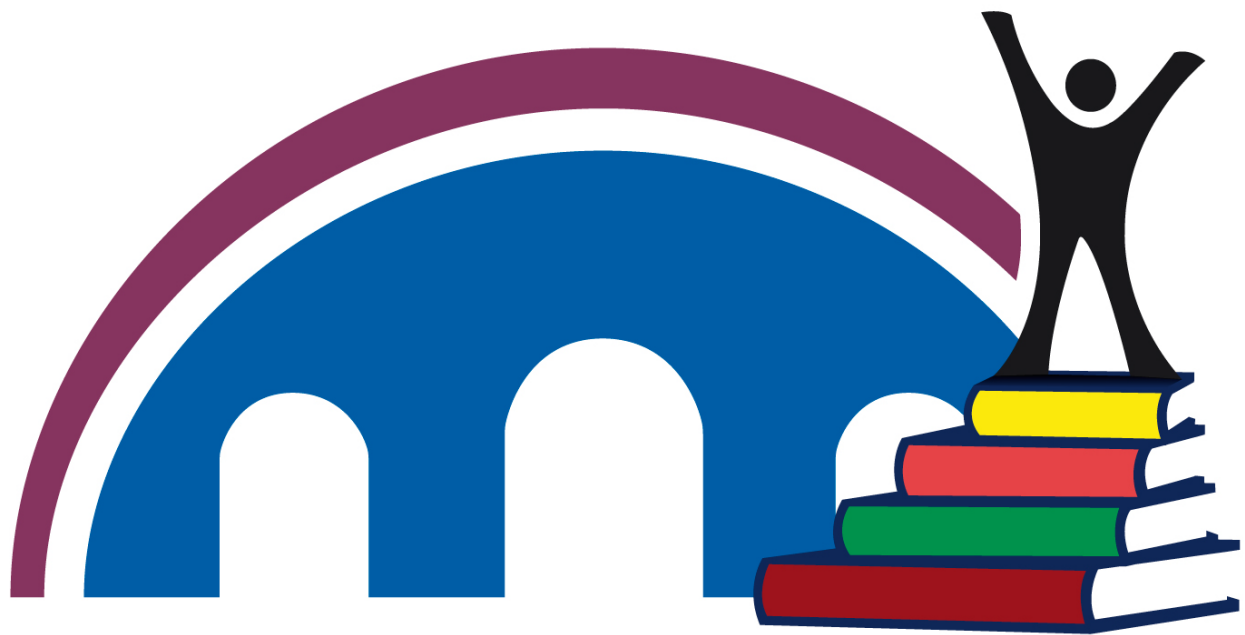




Bridge Academy Trust

ACCESSIBILITY POLICY

September 2026

Summary of Changes

Section Number	Current	Proposed Amendment
1.3	Removed the wording Appendices 1-8	Added the fourth value – Aspire. Sentence added to say statements are on websites.
1.4		Sentence amended to include the wording – individual Accessibility plan outlining current practice and future improvements.
2: Scope	N/A	Paragraph added.
3.1	Flick Learning	National College.
4: Equality Impact Assessment	N/A	Paragraph added.
Appendix A	All school plans	Removed, as accessibility plans are available on school websites and those previously included in the policy are outdated.

Date of Draft Policy: (this is the month/year the policy was drafted)	March 2026	
Last approved version Frequency of review	2020 3 years	
Consultation with Staff Required	Yes ☐	No ☒
Period of Consultation (if required)	From N/A	To N/A
Trustees Committee Reviewing Document	Trustee Policy Review Committee	
Date of Board of Trustees Meeting at which Policy Approved	16 th June 2026	
Date of Adoption of Policy	1 st September 2026	
Date Policy available on Central Area/www (If appropriate)	1 st September 2026	
Reviewer	D. Fenwick	
Advice From	The Key in association with Forbes solicitors	

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INTRODUCTION

- 1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
- a) Increase the extent to which disabled pupils can participate in the curriculum.
 - b) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
 - c) Improve the availability of accessible information to disabled pupils.
 - d) Ensure the school is accessible and welcoming for all members of the school community including parents, staff and visitors.
- 1.2 Bridge Academy Trust and our Schools aim to treat all members of our community fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3 Our schools' vision statements are available on each school's website, all of which are underpinned by Bridge Academy Trusts ethos of Enjoy, Enrich, Achieve and Aspire and the guiding principles:
- a) Bridge Academy Trust's Ethos:
 - i) **ENJOY** coming to school and learning experiences available to them;
 - ii) Are **ENRICHED** with a wealth of opportunities inside and outside of lessons and the curriculum, so that all talents are identified and nurtured;
 - iii) **ACHIEVE** high standards:
 - (1) academically, in terms of examination results;
 - (2) personally, through their respect for others and their environment;
 - (3) socially, through their contribution to the life of the school and wider community.
 - iv) **ASPIRE** to be the best they can be.
 - (1) Students are taught the values of equality and diversity
 - (2) All efforts are acknowledged and celebrated
 - b) Bridge Academy Trusts guiding principles:
 - i) Equality/equity for all
 - ii) Schools that are locally owned, locally managed
 - iii) 'No child left behind'
 - iv) Community at the heart (where everyone is valued)
 - v) Excellence in each school

vi) A school-led improvement system

vii) Outward facing

- 1.4 Each school's individual Accessibility Plan outlining current practice and future improvements will be made available online on the Trust and each school's website. Paper copies are available upon request by contacting your school.
- 1.5 Schools work in partnership and seek advice from the relevant professionals and agencies to support the implementation of their Accessibility Plan.
- 1.6 Schools should consult with Essex County Council Access Team for physical adaptations that need to be made for individual pupils.
- 1.7 Schools will consult with the Bridge Academy Trust when adaptations are not met by Essex County Council Access Team.
- 1.8 The Trust's complaints procedure covers the accessibility plan. Any concerns relating to accessibility should be addressed to the school in the first instance.
- 1.9 Our Schools have involved a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Governors.

SCOPE

- 2.1 This policy applies to Bridge Academy Trust and all schools within the Trust. It relates to pupils, staff, parents/carers, Governors, Trustees, visitors and any other members of the school community. The policy sets out the Trust's approach to meeting its duties under the Equality Act 2010 in relation to accessibility and outlines how schools will plan for and improve access to the curriculum, the physical environment and information for pupils with disabilities. This policy should be read alongside each school's individual Accessibility Plan, which details local arrangements, current practice and planned improvements.

ROLES AND RESPONSIBILITIES

TRUSTEES

3.1 Trustees will:

- a) Ensure that the accessibility information as set out in this policy is published and communicated throughout the Trust, including to Local Governors, employees, students and parents/carers, and that they are reviewed and updated at least once every 3 years.
- b) Delegate responsibility for identifying objectives to the Headteacher/Head of School and Local Governing Committee. The Headteacher/Head of School may delegate this to a member of the Senior Leadership Team (SLT).
- c) Ensure that appropriate training on Equality and Diversity is available to all employees.

- d) Delegate responsibility to the Headteacher/Head of School to ensure employees have completed the National College training session. Headteachers/Heads of School wishing not to use National College must ensure that appropriate training has been delivered.
- e) Ensure this is published on each school's website.

LOCAL GOVERNING COMMITTEE

3.2 Each School's Local Governing Committee will:

- a) Ensure they are familiar with all relevant legislation and the contents of this document.
- b) Recommend any proposed objectives to the Board of Trustees.
- c) Report back to the Board of Trustees via the Headteacher/Head of School or Clerk regarding any issues.

HEADTEACHER/HEAD OF SCHOOL

3.3 Headteacher/Head of School will:

- a) Oversee the effective implementation of the policy.
- b) Ensure staff have access to training which helps to implement the policy.
- c) Monitor the policy.
- d) Ensure that the Senior Leadership Team is kept up to date with any developments affecting the policy or actions arising from it.
- e) Report to the Local Governing Committee on the progress of the agreed objectives.
- f) Review and propose new objectives and present these to the Local Governing Committee every 3 years.

EQUALITY IMPACT ASSESSMENT (EIA)

- 4.1 An Equality Impact Assessment has been completed for this policy which identified no significant negative impacts.

LEGISLATION AND GUIDANCE

- 5.1 This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

- 5.2 The Equality Act 2010 defines an individual as disabled if there is a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- 5.3 Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 5.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. Examples of 'reasonable adjustments' are included in the [Equality Act 2010: Advice for Schools](#).

This policy complies with our funding agreement and articles of association.

LINKS WITH OTHER POLICIES

- 6.1 This accessibility plan is linked to the following policies and documents:
- a) Health and Safety Policy
 - b) Student Equality Information and Objectives
 - c) Special Educational Needs (SEN) information report
 - d) Supporting Pupils with Medical Conditions Policy

APPENDIX A: SCHOOLS VISION STATEMENTS AND ACCESSIBILITY PLANS

Each school's vision statement and accessibility plan are available on the school website.