

ACCESSIBILITY PLAN:

Bridge House Independent School

2025/2026 Academic Year

Introduction

The accessibility plan shows how school/college access is to be improved for children and young people/students, staff and visitors with disabilities in a given timeframe. It anticipates the need to make reasonable adjustments wherever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all children and young people with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Key Aims

To increase and eventually ensure for children and young people/students with a disability that they have:

- total access to our environment, curriculum and information and,
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN policy
- We recognise their duty under the Equality Act:
 - Not to discriminate against disabled children and young people in their admissions and exclusions, and provision of education and associated services

- Not to treat disabled children and young people less favourably
- To take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties the management team have regard to the Equality Act 2010
- Our setting
 - recognises and values the child or young person's knowledge/parents' knowledge of the child/young person's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all children and young people with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- The plan covers a three-year period, will be reviewed at least annually and will be cross referenced in the SAR/SDP/CIP & SEF/SER as appropriate.

Increasing Access for disabled children and young people to the curriculum

This includes teaching and learning and the wider curriculum of the school/college such as participation in after school/college clubs, leisure and cultural activities and educational visits.

List key actions here:

- Ensure all teachers use adaptive teaching strategies.
- Provide regular CPD on SEND, including autism, ADHD, dyslexia, sensory needs, SEMH and trauma informed practice.
- Ensure classroom environments are low arousal and support sensory regulation.
- Ensure all extracurricular activities, trips, and clubs are accessible to pupils with disabilities.
- Provide personalised risk assessments for pupils with physical, medical, or behavioural needs.
- Ensure all staff are familiar with EHCP targets and personalise learning accordingly.
- Monitor teaching and learning to ensure accessibility is consistent across subjects.
- Provide targeted intervention groups where appropriate.

Improving access to the physical environment of the school/college

This includes improvements to the physical environment of the school/college and physical aids to access education and to evacuate the school/college safely.

List key actions here:

- Conduct a termly environmental site audit.
- Maintain clear, uncluttered corridors and accessible classroom layouts.
- Ensure signage is clear and accessible.
- Ensure accessible toilets and medical rooms remain compliant and well maintained.
- Review fire evacuation procedures annually; update PEEPs where required.
- Ensure external paths, entrances, and playgrounds remain accessible and hazard free.
- Provide quiet rooms/low arousal spaces for emotional regulation.

Improving the delivery of written information to disabled children and young people

This will include planning to make written information that is normally provided by the school/college to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school/college events, and information available electronically, including via virtual learning platforms. The information should take account of children and young people's disabilities and children and young people's and parents preferred formats (e.g Makaton/PECS/ alternative language such as Welsh) and be made available within a reasonable time frame.

List key actions here:

- Provide all written information in a range of accessible formats as required.
- Ensure all school communication (letters, reports, newsletters, and event details) are available in accessible digital formats compatible with screen readers.
- Ensure staff use dyslexia friendly formatting (e.g., clear fonts, increased line spacing, uncluttered layouts).
- Provide visual timetables, step by step instructions, task plans and social stories for pupils who require them.
- Translate written information for parents with language needs, ensuring accessible formats for parents with disabilities (e.g., easy read, interpreters).
- Provide alternative exam access formats in line with access arrangements.
- Train staff on creating accessible written information and using communication friendly approaches.
- Provide additional time for pupils who need longer to process written information and ensure teaching approaches reflect this.
- Ensure reading aids are available and routinely used.
- Ensure key written information is explained verbally to pupils with literacy, comprehension or processing difficulties.
- Create a central resource bank of accessible templates and writing frames for staff to use across the curriculum.

Financial Planning and control

The Head teacher/Principal and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

List key actions here:

- Allocate budget to support accessibility improvements (resources, equipment, training).
- Prioritise high impact adjustments based on pupil needs.
- Plan for long term capital improvements (ramps, signage, acoustics) if required.

Accessibility Action Plan:

Bridge House Independent School (2025/2026 Academic Year)

COMPLIANCE WITH THE EQUALITY ACT					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Ensure each area of the school has wheelchair access for the needs of students, staff and visitors.	Ground floor access in place.	Head Teacher/Aspris Estates Team	Long term	Ongoing	
Maintain safety for visually impaired students, staff and visitors.	Staff would support pupils where necessary when using stairs and steps located around school. Separate H&S risk assessment in place if required.	SLT	Short term	Ongoing	

ACCESS TO THE PHYSICAL ENVIRONMENT

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Ensure there are enough fire exits around school that are suitable for people with a disability.	Wheelchair users would always be on ground level with support and there is various adequate fire exits located around school.	Head Teacher	Short term	Ongoing	
Ensure that all pupils can be evacuated safely.	Fire evacuation routes throughout the school. Evacuation is still within the school premises and within the school gates to eliminate risk with traffic and public. Wheelchair users are given support during emergency fire evacuation. PEEPs in place where necessary.	SLT	Short term	Ongoing	
Accessible car parking.	Adequate parking within the school grounds.	Head Teacher/Site Manager	Short term	Ongoing	

ENSURING INCLUSION IN THE SCHOOL/COLLEGE COMMUNITY

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Staff trained to meet individual medical needs of pupils where applicable.	<p>Staff to complete training for specific needs as required.</p> <p>Staff are confident with overseeing pupil medical needs.</p> <p>Audit staff to identify training needs and inform the CPD process.</p>	SENCO Aspris Learning and Development Team	Short term	Ongoing	In line with current pupils needs
Ensure all staff are aware of each pupils needs.	<p>Staff have full access to EHCP information and PSP's.</p> <p>All staff aware of individual pupil's access needs and specific medical needs.</p> <p>Training is provided throughout the year to ensure staff can support each student.</p>	SENCO	Short term	Ad hoc	In line with current pupils needs
Specialist training for staff to enhance expertise on up-to-date strategies to be used across a range of disabilities relating to SEMH (Social, Emotional and Mental Health).	<p>To access and identify any training relevant to staff.</p> <p>Qualified Trauma Informed Practitioner in place within school.</p> <p>Link with pastoral staff and utilise their expertise.</p> <p>For staff to disseminate good practice to current staff and all new staff joining the school.</p> <p>Advice and training from specialist outside agencies.</p>	SENCO/ Pastoral Manager	Medium term	Ongoing	In line with current pupils needs

ACCESS TO THE CURRICULUM

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Learning aids to be produced.	Resources from whole school training made and available for use eg: dyslexia friendly resources and resources for visually impaired pupils	SENCO	Short term	Ad hoc	In line with current pupils needs
Training on adaptive teaching to meet the pupils needs.	Monitoring and evaluation. Staff completed training for specific needs	SENCO/ SLT	Medium term	Ad hoc	In line with current pupils needs
Ensure all staff can use the SEN software and resources as required.	Make a list of available resources so that staff are aware and ensure that all staff can use them (offer training where needed). Resources are used effectively across the school.	SENCO	Short term	On-going	In line with current pupils needs
All school visits and trips need to be accessible to all pupils.	Staff complete a pre-visit and risk assessment prior to any school trip. Ensure venues and means of transport are vetted for suitability. Follow DfE educational visits guidance.	SENO/SLT	In place	On-going	In line with current pupils needs
Review PE curriculum to ensure PE is accessible to all pupils.	All pupils have access to PE and receive support from an adult where necessary.	SLT/ PE Teacher(s)	In place	On-going	In line with current pupils needs
Ensure all children can take part equally in lunchtime and breaktime activities.	Staff plan and provide a range of structured activities for break times. Children feel able to participate equally in school activities.	SLT	In place	On-going	In line with current pupils needs
Ensure disabled children can move from classrooms to the outdoors.	Make sure the corridors are clear of obstructions. Students can move freely around the building.	SLT	n/a	On-going	In line with current pupils needs

	Staff to support when required.				
To screen reading ability to inform identification and support strategies including assessment for exam access arrangements.	Access arrangements in place for students who require this for their exams. Daily working methods in place to support students eg use of a scribe.	SENCO	Short term	On-going	In line with current pupils needs
Liaise with specialist agencies to ensure that strategies are used to support emotional wellbeing and teaching and learning are appropriate and updated as required.	Students are supported using personalised strategies and able to access relevant resources as required. Strategies given by specialists and implemented by staff.	SENCO	Short term	On-going	In line with current pupils needs
To enhance the provision of specialist equipment eg: computers, keyboards, laptops, tablets, voice recorders, spellcheckers etc.	A higher number of students will be able to access equipment that is available in school or able to be accessed through specialist support teams. Specialist equipment will be on site to use as and when needed. There will be enhanced access to the curriculum and increased opportunities to present alternative ways of recording work. Exam Access Arrangements will be put in place and put into practice.	SENCO/ Headteacher	Medium term	On-going	In line with current pupils needs
To provide low arousal and pastoral hubs to support students with behaviour regulation and emotions	Each campus to offer bespoke rooms/ spaces where students can access pastoral support. Positive spaces available as required. Pastoral support and equipment to be offered as required.	SENCO/Pastoral Manager	Short term	On-going	In line with current pupils needs

ACCESS TO INFORMATION ADVICE & GUIDANCE

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Children and young people with social, emotional, behavioural, or family-related barriers to engagement can access learning more effectively through targeted early help, family intervention delivered by the Family Support Lead.	<p>Family Support Lead to provide structured, targeted support to pupils and families identified as requiring early help or enhanced pastoral support.</p> <p>Deliver regular check-ins, mentoring, solution-focused sessions, and home-school liaison.</p> <p>Support families in accessing external agencies (Early Help, CAMHS, social care, health services).</p> <p>Provide parenting support and guidance where appropriate.</p> <p>Monitor attendance, behaviour data, and emotional wellbeing indicators to identify pupils who require intervention.</p> <p>Liase with SENCO and Pastoral team to ensure joined-up support plans.</p>	Pastoral Manager/Family Support Lead	Ongoing	Ongoing	