

Aspris

Accessibility plan

Bridge House School



Approved by:	Clare Hiom	Date: 9th September 2026
Last reviewed on:	9 th September 2026	
Next review due by:	1 st September 2027	

1. Purpose of Plan and Key Aims

Schools and colleges within Aspris Children's Services are required under the Equality Act 2010 (Schedule 10) to prepare, implement and maintain an Accessibility Plan. This Accessibility Plan should be read in conjunction with the school's Accessibility Policy. The plan outlines the specific actions the school will take to meet its duties under the Equality Act 2010 and improve access for students with disabilities.

The purpose of this plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment, ensuring accessibility for all
- Improve the availability of accessible information

Bridge House School is committed to providing an inclusive environment, removing barriers to learning, promoting independence, and ensuring equality of opportunity for all. Bridge House School recognises its duty to make reasonable adjustments for disabled students, parents, carers, colleagues and visitors in accordance with the Equality Act 2010.

Bridge House School is committed to fostering an inclusive, respectful and accessible learning environment where every pupil is valued. We celebrate diversity, promote equality of opportunity and make reasonable adjustments to ensure all pupils, families, staff and visitors can participate fully in school life.

This plan will be published on the website and made available in paper form on request.

2. Legislative Framework

This plan is prepared with reference to:

- Equality Act 2010 (Schedule 10)
- Independent School Standards (ISSR) 2014 – Part 1 (Quality of Education) & Part 5 (Premises)
- Children and Families Act 2014
- SEND Code of Practice 0–25
- Fire Safety Order 2005

Relevant statutory education plan in England:

- Education, Health and Care Plan (EHCP)

4. Accessibility Action plan (Three Year Plan)

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Schools should undertake an annual accessibility audit of curriculum access, the physical environment and access to information to inform priorities within this plan.

4.1 Curriculum Access

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Increase curriculum access	All staff are familiar with EHC plan targets and personalise learning accordingly using adaptive teaching strategies. Classroom environments are designed to be low-arousal and support sensory regulation. Individual pupil support plans are in place for all pupils. A programme of monitoring and evaluation ensures teaching, learning and assessment are accessible across all curriculum areas. Targeted interventions and therapeutic support are provided where appropriate. Visual support, communication aids and differentiated resources are used to remove barriers to learning.	Further improve curriculum access for students with sensory needs. Ensure admission, induction, transition and reintegration processes are fully accessible and responsive to individual needs. Increase participation and inclusion in extracurricular activities, educational visits and enrichment opportunities. Embed consistent adaptive teaching strategies across all subjects and key stages.	Review sensory curriculum resources; purchase sensory equipment. Maintain an appropriately trained workforce capable of meeting the needs of students with disabilities by delivering a rolling programme of CPD covering autism, ADHD, dyslexia, sensory processing differences, SEMH needs, trauma-informed practice and adaptive teaching. Monitor the quality of provision through learning walks, book scrutiny and pupil voice. Ensure all trips, visits and enrichment activities include accessibility planning and reasonable adjustments where required. Review transition arrangements annually to ensure pupils and families receive appropriate support.	SLT/SENCO	Ongoing - July 2027	Pupils with sensory needs show improved attendance and engagement and measurable progress. Increased participation of pupils with disabilities in wider school activities and educational visits. Staff demonstrate confidence and competence in implementing adaptive teaching strategies. Monitoring activities evidence consistent accessibility and inclusion across the curriculum. Feedback from pupils, parents and carers indicates that learning and school experiences are accessible and inclusive.

4.2 Physical Environment

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve physical access	Daily maintenance checks to identify and rectify accessibility issues. Monthly environmental audits to monitor the suitability and accessibility of the site. Corridors, learning spaces and communal areas are maintained to ensure clear access and safe movement throughout the school. Signage is clear, consistent and accessible to pupils, staff and visitors. Accessible toilets, hygiene facilities and medical rooms are regularly checked and maintained. Fire evacuation procedures are reviewed routinely, with Personal Emergency Evacuation Plans (PEEPs) in place where required. External pathways, entrances, parking areas and recreational spaces are maintained to ensure safe, step-free access where appropriate. Quiet and sensory-regulation spaces are available to support pupils' emotional wellbeing and sensory needs.	Maintain and enhance a safe, accessible and inclusive physical environment for all pupils, staff and visitors. Ensure emergency evacuation arrangements effectively meet the needs of individuals with disabilities and additional needs. Improve accessibility of both indoor and outdoor learning environments. Identify and remove physical barriers to participation as part of ongoing site development and improvement planning. Develop sensory-friendly spaces that support regulation, wellbeing and engagement.	Review PEEPs regularly and review fire drill analysis. Maintain accessible signage. Review classroom layouts, sensory spaces and communal areas to ensure they meet the needs of current pupils. Ensure accessibility considerations form part of all refurbishments, maintenance and capital works projects. Monitor external areas to ensure safe access throughout the year, including during adverse weather conditions.	Headteacher / Estates Manager / Health & Safety Lead	Ongoing – July 2027	All pupils, including those with disabilities and additional needs, can safely access and participate in all areas of school life. All pupils with additional needs are safely evacuated during drills and emergency procedures are evaluated as effective. No significant accessibility barriers are identified through site inspections. Pupil voice confirms that the school environments support their learning, wellbeing and independence. Improved accessibility outcomes supported by the completion of site audit findings.

4.3 Information Access

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve access to written, visual and digital information, including website content and online communications, to ensure information is accessible and understandable for all pupils, parents/carers, staff and visitors.	Large print documents available on request. Use of visual timetables and communication aids to support pupils. Information can be adapted to meet individual needs. Website and electronic communications are reviewed periodically to support accessibility requirements.	Ensure families receive information in preferred accessible formats Short-term: Identify the information access needs of pupils, parents/carers and other stakeholders. Medium-term: Ensure key school information is routinely available in accessible formats, including large print, Easy Read, visual and electronic formats. Long-term: Embed accessible communication practices across all school information, publications and digital platforms.	Conduct an annual audit of communication and information access needs. Ensure key policies, forms and school communications are available in alternative formats upon request. Gather feedback from pupils, parents/carers and visitors regarding access to information and act upon identified barriers.	School Administrator/SENCo	Ongoing – July 2027	Information is available in appropriate formats to meet individual needs. Requests for alternative formats are responded to promptly and effectively. Annual parent/carer surveys demonstrate improved satisfaction with access to school information. Reduction in reported barriers to accessing information.

4.4 Additional Local Priorities

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Provide additional support for young carers and their families, and ensure that barriers to engagement are reduced through flexible and accessible communication and support arrangements.	Home visits are offered where appropriate to support parental engagement. Flexible meeting arrangements, including telephone and virtual meetings, are available. Individual support is provided through the safeguarding and pastoral teams. Parent workshops are delivered to share best practice and provide guidance on supporting pupils' learning, wellbeing and independence.	Short-term: Identify young carers and families requiring additional support and improve access to information and services. Medium-term: Increase parental engagement through flexible support arrangements, targeted interventions and parent workshops. Long-term: Establish a proactive and inclusive approach that enables young carers and their families to fully engage in school life and access appropriate support networks.	Maintain a register of identified young carers and monitor their wellbeing, attendance and progress. Offer flexible arrangements for meetings, including home visits, telephone calls and virtual appointments where required. Promote parent workshops to share best practice, promote positive outcomes and support families in meeting their child's individual needs. Provide signposting to external agencies and support services. Ensure key school information is available in accessible formats for parents/carers with disabilities or additional needs. Gather feedback from young carers and their families to inform future provision and support.	DSL/Pastoral Manager/SENCO	Ongoing – July 2027	Young carers are identified and receive appropriate support. Increased attendance and engagement at parent workshops and school events. Families report improved confidence in supporting their child's education, wellbeing and development. Positive feedback from parents/carers regarding accessibility and support arrangements. Barriers to engagement are identified and addressed through individual support plans and annual accessibility reviews.

5. Monitoring arrangements

This plan will be:

- Monitored termly through Governance Meetings
- Reviewed annually by Headteacher
- Oversight provided by the Regional Director and Governance Board through regular monitoring of progress against identified actions. Fully re-approved by the Proprietor (Aspris Children's Services) every three years

6. Linked Policies and Documents

This accessibility plan is linked to the following policies and documents:

- ACS27 Accessibility Policy
- Equality, Diversity and Inclusion policy
- Special Educational Needs & Disability / Additional Learning Needs policy
- Admissions Policy
- Health and Safety Policy
- Educational Visits Policy
- Fire Safety and Emergency Evacuation Procedures
- Behaviour Policy
- Complaints Policy