



THE BRIDGES
FEDERATION
ACCESSIBILITY PLAN

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This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Please see the school SEN Information report and the Equality and Inclusion policy for details of what the school already does to ensure that all pupils can access the curriculum and participate in activities and all members of the school community can access the physical environment and have appropriate access to information.

The table below outlines our accessibility goals for 2019-2022.

Objective	Strategy	Goal achieved
Improving access to the curriculum and participation in school activities		
This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.		
Ensure visuals are used throughout the school to support those children with SEN, in particular Autism	All classes to have visual timetable. Symbols used at lunch time. Use of Communicate In Print Communicate In Print training offered to all staff Use of PECs Makaton alongside visuals TEACCH programme Resources provided to parents	
Ensure access to ICT to support learning.	Touch typing sessions for identified children I pads in class Two laptops in every class for SEN children Clicker 7 used to support writing Clicker 7 training for staff	
Ensure pupils with dyslexia can access the curriculum	Use of coloured overlays or coloured paper Access to colour coded timestable sheets Children with a diagnosis attend a dyslexia group that implements alternative reading and learning strategies Precious teaching and spelling strategies intervention sessions Resources provided to parents	
Ensure pupils with challenging behaviour participate fully in the curriculum	ABCs to identify triggers and support/resources needed Now and next Working towards and reward charts Movement breaks	

	<p>Learning Mentor support</p> <p>Behaviour plans and risk assessments</p> <p>Cooperatively working with parent to ensure consistency in behavioural support</p> <p>PDC</p> <p>Comic Strip Conversations</p>	
Ensure children with speech and language difficulties have access to appropriate provision	<p>SaL therapist in school once a week to assess children, model and set targets and review (group and individual)</p> <p>SaLT sessions including specialist interventions such as Attention Autism or Lego Therapy through-out the week implemented by TAs</p> <p>Targets are worked on universally throughout the day</p> <p>Correct modeling of language.</p> <p>Resources shared with parents</p>	
Ensure children have access to occupational therapy support for gross and fine motor difficulties	<p>Strategies implemented by TA</p> <p>Children's box work includes one fine motor activity daily</p> <p>Opportunities for independent gross and fine motor activities provided throughout the day</p> <p>Sensory circuit for children daily</p> <p>Development of and access to sensory room (TB & RB)</p> <p>Access to Soft Play room (SNS)</p>	
Monitor and improve attendance for targeted groups	<p>Weekly rewards for good attendance</p> <p>Half termly wristbands for perfect attendance and punctuality</p> <p>Regular monitoring of children below 90% attendance</p> <p>Regular meetings with parents</p> <p>Referrals to Family Early Help</p> <p>Friday Fun group for poor attendees to encourage good attendance</p> <p>Learning mentor support for families, for example "I can come to school on time" charts</p>	
Ensure children with physical disabilities can participate fully in the curriculum	<p>Wheelchair accessible trips planned – journey and destination</p> <p>Chair used for carpet sessions</p> <p>Differentiation in PE and sporting events</p> <p>Implement advice from hospital team</p> <p>Close liaison with parents – update risk assessment and care plan where necessary</p>	
Ensure children with sensory needs have these needs met and can therefore participate more fully in the curriculum	<p>Access to a range of resources to meet children's sensory needs e.g. ear defenders, chew toys etc.</p> <p>Development of and access to sensory room (TB & RB)</p> <p>Access to Soft Play room (SNS)</p> <p>Sensory circuit for children daily</p> <p>Special menus or diet plans to allow children to try and experience a range of foods</p> <p>Referrals to OT or AST</p> <p>Resources shared with parents</p>	

Objective	Strategy	Goal achieved
<p>Developing access to the physical environment of the school</p> <p>This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community</p>		
Any future plans for further development of	Work with LA and architects when planning modernisations.	

the building take DDA issues in to account.		
Improve access to school grounds	<p>Move main pupil access gate – wider and safer (TB & SNS)</p> <p>Clear signage</p> <p>Parent workshops held on ground floor (all TB & RB) and specific workshops when necessary at SNS for wheelchair user. Lift in use at RB when accompanied by a member of staff.</p> <p>Wheel chair users given early access to assemblies and shows not on ground floor</p> <p>Meeting room on ground floor (RB)</p>	
Ensure safety of pupils in Rainbow	<p>Phob access to restricted areas of the school</p> <p>High level of adult support</p> <p>Individual risk assessment on trips with mainstream class</p>	
Ensure all children can navigate the school environment successfully	<p>Colour coded stairs</p> <p>Colour coded classroom</p> <p>Visuals around the school</p> <p>Clear corridors</p> <p>Bright displays</p> <p>Assistance from adults when required</p> <p>Children with an injury to leg/ foot are supported to their classroom and stay on that floor for the day.</p> <p>Children with arm/ hand wrist injuries will spend break/ lunch play PE times in the cottage.</p> <p>Wheelchair user assisted up and down stairs (extra time, adult) or use lift at RB when necessary</p>	
Ensure that children in nappies have appropriate changing facilities (TB)	<p>PPE and nappy changing equipment available (aprons, masks, gloves, wipes, nappy bags, nappy bin, changing mat)</p> <p>Mirror with bar installed in shower room at TB to develop children's independence in toileting</p>	

Objective	Strategy	Goal achieved
Developing access to information		
This involves improving the delivery of information to any member of the school community who has a disability		
Include all members of the school community in decision making about access to information	<p>Parent questionnaires twice a year</p> <p>Governors meetings termly</p> <p>Consultation with staff</p> <p>Assemblies, termly children's questionnaires by middle and senior leaders, school council meetings run by AHTs</p>	
Improve the access to written information by providing alternative formats	<p>Newsletters sent via email and uploaded to website</p> <p>Information displayed on parent noticeboard in school offices</p> <p>Reminders and key messages (e.g. good work) sent via text message</p> <p>Staff available to meet with parents when needed to verbally share or translate information</p> <p>Staff present at the beginning and end of every day at the school gate to talk to parents</p>	
Ensure all parents can access information to support their children	<p>Parent workshops and 1:1 support for parents to apply online for Primary or Secondary schools including access to computers to do this</p>	

	Practical parent sessions in relation to behaviour management, children with autism, SALT run by learning mentors, specialist staff Staff to translate for parents in meetings with professionals where necessary	
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