

THE BRIDGES FEDERATION ACCESSIBILITY PLAN

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 2025-28.

Objective	Strategy	Goal achieved
Improvi	ing access to the curriculum and participation in school activit	ties
This involves increasing the	e extent to which pupils with a disability can participate in the activities.	school curriculum and
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 across the curriculum Communicate In Print training offered to all staff Use of PECs Makaton alongside visuals TEACCH programme Resources provided to parents Individual children to have "Now and Next" or own visual timetables Chat boards and choosing boards for pupils in early years Movement break charts using communicate in print Social stories and transition books in communicate in print	
Ensure access to ICT to support learning.	Touch typing sessions for identified children Laptops in every class for SEND children Ipads for children with EHCPs Identified children to be able to type for subjects where writing is required A range of learning platforms available to support children's learning eg Mathletics, Reading Eggs, Times Tables Rock Stars Use of interactive whiteboard for teaching and independent access in early years Access to e-books	

Ensure pupils with dyslexia can access the curriculum	Use of coloured overlays for reading Precision teaching and spelling strategies intervention sessions Use cream or pastel coloured paper where possible to reduce glare Use of dyslexia friendly fonts such as trebuchet, comic sans Use blue, brown, red, green or purple board markers in preference to black, as these are easier for some students to read. Use colour to separate key information written on the board Use Google Voice Typing - Speech to Text for pupils to dictate instead of writing Use of audio books for pupils 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 Learning Mentor support Positive Behaviour plans and risk assessments Cooperatively working with parent to ensure consistency in behavioural support PDC Comic Strip Conversations/social stories Liaise with external agencies to support children with challenging behaviour – CAMHS, Summerhouse, Beormund Zones of regulation to support self regulation	
Ensure children with speech and language difficulties have access to appropriate provision Ensure children have access to occupational therapy support for gross and fine motor difficulties	SaL therapist in school once a week to assess children, model and set targets and review (group and individual) SaLT sessions including specialist interventions such as Attention Autism or Narrative groups throughout the week implemented by TAs Targets are worked on universally throughout the day and/or during 1:1 individual sessions (depending on targets) Correct modeling of language by all staff. Resources shared with parents Strategies implemented by TA Children's box work includes one fine motor activity daily Opportunities for independent gross and fine motor activities provided throughout the day Sensory circuit for children daily Access to sensory soft play rooms	
Monitor and improve attendance for targeted groups	Weekly rewards for good attendance - awarded in assembly each week Half termly wristbands for perfect attendance and punctuality Termly medals for classes with the best attendance Regular monitoring of children below 90% attendance Regular meetings with parents Termly Team Around the School meetings with local authority to monitor targeted groups with low attendance and discuss support	

	Referrals to Family Early Help/Education Inclusion Team Learning mentor support for families, for example "I can come to school on time" charts Half termly hamper for families with 95% attendance and above Posters displayed around school promoting good attendance and punctuality	
Ensure children with physical disabilities can participate fully in the curriculum	Wheelchair accessible trips planned – journey and destination Chair used for carpet sessions or special cushions where needed Differentiation in PE and sporting events Implement advice from hospital team Close liaison with parents – update risk assessment and care plan where necessary Use of technology such as Radio Aid for pupils with hearing difficulties Additional staff available for higher adult to child ratios for higher need pupils to go on trips	
Ensure children with sensory needs have these needs met and can therefore participate more fully in the curriculum	Access to a range of resources to meet children's sensory needs e.g. ear defenders, chew toys etc. Access to sensory and soft play rooms (all schools) Sensory circuit for children daily Special menus or diet plans to allow children to try and experience a range of foods Referrals to OT or AST Resources shared with parents	

Objective	Strategy	Goal achieved
D	eveloping access to the physical environment of the school	
This involves improving	g the physical environment of the school to improve access to t facilities for all members of the school community	he building and its
Any future plans for further development of the building take DDA issues in to account.	Work with LA and architects when planning modernisations.	
Improve access to school grounds	Continue to use main pupil access gate – wider and safer (TB & SNS) – large gate not on main road Clear signage 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. Wheelchair users given early access to assemblies and shows not on ground floor Meeting room on ground floor (RB) Parent and pupil review meetings held on ground floor when needed for parents with mobility needs	
Ensure safety of pupils in Rainbow	Phob access to restricted areas of the school High level of adult support Individual risk assessment on trips with mainstream class	
Ensure safety of high need pupils around the school	High handles on doors Non edible items packed away safely/out of reach Individual risk assessments where needed (e.g. using scissors)	

Ensure all children can	Colour coded stairs	
navigate the school	Colour coded classrooms	
environment successfully	Visuals around the school	
	Clear corridors	
	Bright displays	
	Assistance from adults when required	
	Children with an injury to leg/ foot are supported to their	
	classroom and stay on that floor for the day.	
	Children with arm/ hand wrist injuries will spend break/	
	lunch play PE times in lunch club	
	Wheelchair user assisted up and down stairs (extra time,	
	adult) or use lift at RB when necessary	
Ensure that children in	PPE and nappy changing equipment available (aprons,	
nappies have appropriate	masks, gloves, wipes, nappy bags, nappy bin, changing	
changing facilities	mat)	
	New intimate care policy in place	

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	Parent questionnaires once a year Governors meetings termly Consultation with staff Assemblies, termly children's questionnaires by middle and senior leaders, school council meetings run by middle leaders LT on the gate at the start and end of every day	
Improve the access to written information by providing alternative formats	Newsletters sent via parent App and uploaded to website Information displayed on parent noticeboard in school offices Reminders and key messages (e.g. good work) sent on parent App Support available for parents to help them download or access parent App Staff available to meet with parents when needed to verbally share, translate information or support them with specific issues eg DLA applications Letters and key information translated into languages such as Spanish, Bengali, Arabic Use of dyslexia friendly fonts (trebuchet, comic sans) and coloured backgrounds on newsletter to support parents with specific literacy difficulties Staff present at the beginning and end of every day at the school gate to talk to parents	
Ensure all parents can access information to support their children	Parent workshops and 1:1 support for parents to apply online for Primary or Secondary schools including access to computers to do this Practical parent sessions in relation to behaviour management, children with autism, SALT, transition from key year groups run by learning mentors, specialist staff eg Groundwork Staff to translate for parents in meetings with professionals where necessary	

Weekly stay and play sessions in early years	
Staff present at the beginning and end of every day at the	
school gate to talk to parents	