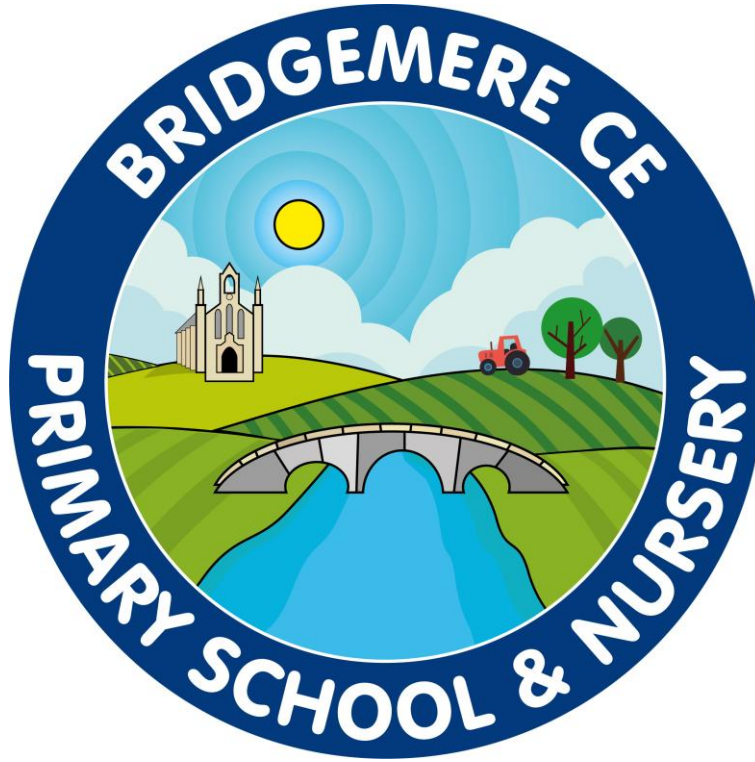


Bridgemere CE Primary School

Accessibility Plan 25 - 28



'I can do all things through Christ who strengthens me'
Philippians 4 v 13

Confirmation that the Accessibility Plan has been discussed and approved by
the Staff and Governors

September 2025

To be reviewed: September 2028

Contents

1. The Purpose of the Plan	p.3
2. Legislation and Guidance	p.3
3. Relevant Policies and Documents	p.4
4. Plan Availability	p.4
5. Training	p.4
6. Consultation	p.4
7. Monitoring, Review and Evaluation	p.5
8. Action Plan	p.6
9. Accessibility Audit	p.10

1. The Purpose of the Plan

The purpose of this plan is to show how Bridgemere CE Primary School intends, over time, to increase accessibility of our school for disabled pupils. Bridgemere CE Primary School is committed to providing an environment that enables full curriculum access, and that values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Bridgemere CE Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Equality Information & Objectives Policy (available via the school website or link as: <https://www.bridgemereschool.co.uk/information/equality-information.html>) cites our Guiding Principles as:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
4. We observe good equalities practices in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist
6. We consult and involve widely
7. Society as a whole should benefit

2. Legislation and Guidance

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](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

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.

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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Relevant Policies and Documents

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

- Risk Assessment documentation
- Health and Safety Policy
- Equality Information and Objectives Policy
- Special Educational Needs & Disabilities Policy
- Behaviour for Learning Policy
- School Development Plan
- Supporting Pupils with Additional Health Needs Policy

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

4. Plan Availability

The plan will be made available online on the school website, via both the Policies <https://www.bridgemereschool.co.uk/information/statutory-policies.html> and the SEND <https://www.bridgemereschool.co.uk/information/special-educational-needs.html> web pages.

Paper copies are available upon request from the school office.

5. Training

Our school is committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

6. Consultation

We have included a range of stakeholders in the development of this accessibility plan, including:

- Pupils – pupil chatter sessions / time to talk
- Parents – online consultation
- Staff consultation
- Governors

7. Monitoring, Review and Evaluation

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the full Governing Body.

Below is a set of actions showing how Bridgemere CE Primary School will address the priorities identified in the plan.

The plan is valid for 3 years: 2025 – 2028.

8. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Where necessary, the plan was informed by multi-agency working and advice, e.g. that of: Teacher for Visually Impaired, Teacher of the Deaf, Occupational Therapists, Physiotherapists, Speech and Language Therapists

Accessibility Key:

By focusing on this objective are you:	Accessibility Code
Increasing access to the curriculum for pupils with a disability	C
Improving and maintaining access to the physical environment	E
Improving the delivery of information to pupils with a disability	I

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability (C)</p> <p>Improving the delivery of information to pupils with a</p>	<p>- Our school employs an experienced SENCO with leadership and SEND knowledge and experience.</p> <p>- Our school maintains up to date information on pupils' needs for the provision of information in alternative formats</p> <p>- We robustly consider pupils</p>	<p>To explore the use of new technologies to support pupils with disabilities in accessing their learning (C/I)</p>	<p>Initial research for:</p> <ul style="list-style-type: none"> - Word processing packages (Purple Mash/Dance mat touch typing) -Voice to text online apps/packages - Further access to 	<p>SENDCo</p> <p>Subject Leads</p> <p>Headteacher</p>	<p>September 2028 and reviewed annually thereafter for usage</p>	<p>Pupils with disabilities have a wider option of resource specifically apps and AI available to them in order to support independent access to the curriculum</p>

disability (I)	<p>assessed needs and consider reasonable adjustments which might be necessary to enable them to participate</p> <ul style="list-style-type: none"> - Strong multi-agency working and inclusion of specialist advice (e.g.CEAT) - We continue to provide specialist aids/ equipment to individuals as specified in their SEN Support Plans and Education, Health and Care Plans - Access to Ipads for whole class learning and support interventions 		<p>electronic devices</p> <ul style="list-style-type: none"> - Wider use of symbol software (Widgit) 			
Increase access to the curriculum for pupils with a disability (C)	<ul style="list-style-type: none"> - We provide early identification of pupils who face barriers to learning and full participation. - Our provision maps ensures that interventions are delivered across the school to address educational needs. - We regularly monitor, review and adapt our approaches to the curriculum to enable increased access for pupils with disabilities. - We use resources tailored to the 	Develop provisions in EYFS/ Key Stage 1 and Key Stage 2 that meet the needs of individual learners (C)	<ul style="list-style-type: none"> - Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. - Curriculum 	SLT Subject Leaders SENDCo	September 2026	Needs of all pupils are being met and children are making progress.

	<p>needs of pupils who require support to access the curriculum.</p> <ul style="list-style-type: none"> - Curriculum resources will include examples of people with disabilities. - Targets are set effectively and are appropriate for pupils with additional needs. 		<p>monitoring via SLT and subject leaders - lesson observations, learning walks, pupil chatter sessions and book looks, with clear reference to access for pupils with disabilities</p>			
<p>Increase access to the curriculum for pupils with a disability (C)</p> <p>Improving the delivery of information to pupils with a disability (I)</p>	<ul style="list-style-type: none"> - Our school employs an experienced SENCO with significant leadership and SEND knowledge and experience. - Continued Professional Development (CPD) is offered to all staff to ensure the most up to date interventions and adaptations can be made to support pupils with special educational needs and disabilities - Significant coproduction goes into individual SEN support plans and healthcare plans, including with appropriate professionals and agencies (refer to SEND Policy) 	<p>To ensure that adaptive teaching is at the heart of the school's curriculum which aims to increase access to the curriculum for pupils with a disability (C, I)</p>	<p>Training by relevant professionals</p> <p>Lesson observations, learning walks, pupil chatter sessions and book looks, with clear reference to access for pupils with disabilities</p>	<p>SENCo</p> <p>Headteacher</p> <p>Senior Mental Health Lead</p>	<p>Ongoing</p>	<p>Staff have an improved skill set to meet the needs of disabled pupils within teaching and learning as evidenced in lesson observations, learning walks and book looks</p>

	- Good examples of practice are shared between staff					
<p>Increase access to the curriculum for pupils with a disability (C)</p> <p>Improving the delivery of information to pupils with a disability (I)</p>	<p>- Our school works closely with Speech and Language Therapists to ensure that individual Speech and Language Plans are well supported in school.</p> <p>- Early identification of possible speech, language and communication needs via early referrals.</p> <p>- At Bridgemere CE we use a range of communication methods to ensure information is accessible to all learners.</p>	<p>Pupils with social communication needs including a diagnosis of autism are supported with a range of communication methods, including visual supports, social stories to reduce anxiety throughout the school day.</p> <p>Pupils with specific learning difficulties, including pupils with Dyslexia are supported with visuals, scaffolds, supports and Interventions which enable them to access the curriculum.</p>	<p>- All staff to attend the Good Autism Practice training.</p> <p>- Communication methods are clearly identified and recorded on support plans.</p> <p>- Visuals are used in all classrooms, for example, traffic lights, timetables, task lists</p> <p>- Quality first teaching in all classrooms.</p> <p>- Visuals, scaffolds and supports</p> <p>- Dyslexia screening completed using Nessy toolkit.</p> <p>- Overlays to reduce visual stress if</p>	<p>Headteacher</p> <p>SENCO</p> <p>LSAs</p> <p>Teachers</p>	Ongoing	<p>Pupils with social communication needs are supported effectively throughout the school day.</p> <p>Children with specific learning difficulties, including children with dyslexia are able to access the curriculum.</p>

			appropriate - AR reading assessment.			
Improve and maintain access to the physical environment (E)	<p>Site Maintenance Officer regularly conducts site walks and maintains the school grounds to ensure the grounds are safe and accessible for all.</p> <p>Our school includes the use of:</p> <ul style="list-style-type: none"> • Ramps where required • Corridor width appropriate for use of wheelchairs • Disabled toilets and changing facilities • Library shelves at accessible heights <p>The environment is adapted to the needs of pupils as required.</p>	Any identified hazards are clearly marked so all children can maneuver around school safely.	Site Maintenance Officers paint hazards in contrasting colours to make them more visible	Headteacher Site Maintenance Officer	Ongoing - annually	<p>All hazards are clearly identifiable</p> <p>Adaptions have been made to meet the need of all on the school grounds.</p>

9. Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Although our building is single story. There is stepped access from the entrance porch into the main school, but a moveable ramp is available.	None required at this time		
Corridor access	Corridors are wide enough to enable wheelchair access.	Designated spaces to be considered for wheelchairs or standing frames	Headteacher	Termly
Parking bays	Disabled bay is clearly marked on the staff car park.	None required at this time	Site Maintenance Officer	Annually
Entrances	The school does not have access to automatic doors, but buzzers are at a wheelchair accessible height	None required at this time	Site Maintenance Office School Business Manager	
Ramps	A moveable ramp is available the entrance of the school There is ramp access to Class 3 to outside, which has a handrail on one side.	To ensure the maintenance of the surface remains non-slip	Site Manager	Termly

Toilets	Our building has one disabled toilet. This has an alarm.	To ensure that the alarm is in working order	Site Maintenance Officer	Termly
Reception area	Accessible to wheelchair users	None required at this time		
Internal signage	Large signs are in place	None required at this time		
Emergency escape routes	Fire evacuation plan in place	<p>Ensure regular testing of system and maintenance</p> <p>Ensure evacuation plans are placed in all rooms and children know the safest route out of the building</p> <p>Termly Fire alarm tests with staff and pupils in school.</p>	<p>Site Maintenance Officer</p> <p>Headteacher</p>	Ongoing