

Accessibility Plan

Date approved	07/05/2026	Approved by	Director of Education (DCEO)
Date for review	30/04/2027	Author	Headteacher

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. It is unlawful for a school or other education provider to treat a disabled student unfavourably.

The Disability Discrimination Act (DDA) requires all schools, over time, to increase access to schools for disabled students. There are three main duties:

- Not to treat disabled students less favourably.
- To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage.
- For schools to have access plans for increasing, over time, the accessibility of schools for disabled students.

1. Principles

Bridge Street School values the dignity of every individual member of staff and will apply this policy fairly and consistently in line with its core values of RESPECT. We will explore reasonable adjustments in applying this procedure to employees with a disability.

2. Purpose

This policy is designed to consider the needs of all pupils, current and future. The duty not to discriminate covers all aspects of school life including extra-curricular activities, trips and visits.

Students who are defined as disabled will have a wide range of needs and requirements.

The accessibility plan and accessibility audit for our schools is split into three sections:

- Physical access
- Curriculum access
- Access to information

This Accessibility Plan and audit shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

3. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equalities Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- Data Protection Policy
- Accessibility Audit

4. Physical Access

This aspect focuses on access to the physical environment of the school and physical aids to access education. The physical environment includes things like steps, curbs, ramps, exterior surfaces, parking areas, entrances and exits, means of escape, toilets, fixtures and fittings, corridors. Reception etc. Aids to physical access include handrails, lifts, induction loops etc.

Although it is expected that physical aids to access education will be provided within a reasonable timeframe it may not be feasible to undertake all of the works required

for full access to sites and buildings during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

4.1 Review of current access:

The school has two buildings across the city; both have access for wheelchair users. The schools have ramps or level access, disabled toilet facilities and identified disabled car- parking spaces. If a student is referred to us with specific disabilities their programme will be planned to ensure that they have full access and receive the same provision as all other students.

5. Curriculum Access

This covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially through appropriate deployment of staff and timetabling and curriculum options. It also covers the wider curriculum of the school such as participation in leisure and cultural activities or school visits staff information and training and the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

5.1 Review of current access:

All pupils who are admitted to the school have been excluded from their mainstream settings or have been identified as having social, emotional or mental health needs or have been referred following difficulties experiences in another setting, these pupils may or may not have an EHCP to recognise their needs. All our pupils have special educational needs, and some may have disabilities.

Trying to provide improved provision for and engagement in extracurricular opportunities is a development area. Links to other Special Schools in the city may provide an opportunity for team games.

Positive attitudes are developed through the strong relationships between staff and pupils and enhanced by the use of a well applied behaviour policy, anti-bullying policies, restorative practices, and through our PSHE and Personal Development curriculum.

All pupils have an individual timetable designed to meet their specific needs which is regularly reviewed. Support is identified as appropriate to ensure pupils interact with learning and this is regularly reviewed through the classroom meetings and SEN reviews. This might provide support in areas such as cognition and learning, communication and interaction, emotional behavioural and social, sensory or physical.

Improving the environment for pupils with sound sensitivity is a development area especially at the Special School

Class teachers, Headteachers, school SENDCO's and the Director of SEND have a responsibility for provision mapping for all pupils on an Educational, Health and Care Plan.

6. Access to Information

This places a duty on the school to improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. All information should be made available in various preferred formats within a reasonable timeframe.

6.1 Review of current access:

Parent contact is made in several ways, through letters and newsletters home, informal meetings, phone call, formal parent reviews, and celebration events and through our school website.

Every attempt is made to use simple language and documents are checked by the Senior Leaders. Schools respond positively to requests for adaption to text size, and where possible needs of parents are recorded on our management information system to ensure that the information they requires is always provided in the most appropriate format. Some staff have knowledge of technology to assist people with disabilities.

Development areas: Gender neutral signage, translation facility on the website, improved signage for EAL pupils and visitors to the site.

7. Implementation and Monitoring

This Accessibility Plan has been developed using information supplied by the Local Authority, the findings of the Annual Accessibility Audit in conjunction with the school's key stakeholders and will inform other school planning documents.

The Accessibility Plan is structured to complement and support the school's Equalities Policy and Accessibility Audit and will be published on the school website.

The Accessibility Plan and audit will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three-year period ahead of the next review date. This review will take place each spring term through the Local Governing Committee.

We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

**Accessibility Action Plan
September 2026 – September 2029**

Target	Strategy	Outcome
Physical Access		
Address all <i>amber/red</i> items in the 2024/5 accessibility audit, especially evacuation safety, signage, and ramp access.	To rectify any problems identified by the annual inspection.	<ul style="list-style-type: none"> Increased safe access and egress for disabled users. Reduction in reported physical access concerns.
Ensure PEEPs (Personal Emergency Evacuation Plans) are in place and reviewed termly.	To ensure correct equipment and appropriate training for staff. Some modifications required for KS2 building.	<ul style="list-style-type: none"> Completion of audit actions each year.
Improve sensory accessibility (lighting, acoustics, ASD-friendly adjustments).	Plans to remodel some communal areas to make being there more comfortable.	<ul style="list-style-type: none"> All pupils access corridor seating and breakfast club in comfort.
<u>Physical Access. Progress towards Outcome Review</u>		
Curriculum Access		
Target	Strategy	Outcome
Embed inclusive quality-first teaching and	Include in CPD programme	

<p>continue staff training on DDA Disability Discrimination Act Audit or Disabled Access Audit implications.</p>	<p>Adaptive teaching is visible in lessons and feedback.</p>	<ul style="list-style-type: none"> Improved progress for identified groups such as, high need nurture groups.
<p>Strengthen use of provision mapping and graduated response cycles to ensure individual needs are identified, tracked, and reviewed.</p>	<p>CPD programme for adaptation, linked with whole school focus on Executive Functioning</p>	<ul style="list-style-type: none"> Curriculum audits show diverse and representative content.
<p>Audit representation and diversity in curriculum content (e.g., books, resources, displays), across all keystages.</p>	<p>CPD programme for adaptation, linked with whole school focus on Executive Functioning</p>	<ul style="list-style-type: none"> Reduction in attainment or engagement gaps for pupils with suspected, however, undiagnosed need.

Curriculum Access. Progress towards Outcome Review

Communication Access

Target	Strategy	Outcome
<p>Provide translated materials, alternative formats, and audio versions of core documents.</p>	<p>Check key publications and review formats/wording.</p>	<ul style="list-style-type: none"> Stakeholder surveys show improved access to information.
<p>To audit current needs of students and expected</p>		<ul style="list-style-type: none"> School Management system contains

needs through liaison with primary and secondary partners	Transition procedures include information about information access	information on access needs of pupils and families
To annually review information systems to ensure access for all	Revision of formats as appropriate	<ul style="list-style-type: none"> • Information available for students and families in a variety of formats
Review website accessibility annually (translation tools, screen reader compatibility).	Liaise with LEAD IT to ensure most up to date tools are available for broad range of users.	<ul style="list-style-type: none"> • Compliance with web accessibility guidelines
Communication. Progress towards Outcome Review		