



Bridge Junior School Accessibility Plan (2025-2028)

This accessibility plan is drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010.

From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation'.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Purpose of Plan

We believe that all children have an entitlement to a broad, balanced and relevant curriculum and that they should be able to have full access to all aspects of school life.

Our school ethos is one that promotes a nurturing, safe and inclusive environment for all.

The purpose of this plan is to show how Bridge Junior School intends to increase access to education for pupils with disabilities in the following three key areas

Increasing Access for disabled pupils to the school curriculum -This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of the school -This includes improvements to the physical environment of the school and physical aids to access education .

Improving the delivery of written information to disabled pupils - This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Improving access to the physical environment of Bridge Junior School

Targets	Actions	Timescale	Responsibility	Outcomes
1. All Governors and staff to be fully aware of legal responsibilities	Remind Governors of legal duties	Govs meets	Head, Governors	All Govs and staff fully informed
2. School is fully aware of the access needs of disabled children.	Create personalised access plans for individual disabled children as part of SEND processes	Continuous	SENCO/teachers	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
3. All building work has considered Accessibility guidance.	All repairs, new developments include accessibility action points and consideration. This will also include the implication of any building works (scaffolding etc) and their impact on the school's physical accessibility.	Continuous	Headteacher/ Governing Body	On-going improvements in access to all areas when undertaking routine and maintenance works.
4. Improve signage and external access for visually impaired people	<ul style="list-style-type: none"> a) Replace external light bulbs immediately when 'blown' b) Painted stripes on edge of all external steps c) Put up new fire procedure signs 	Continuous	Premises Officer	Visually impaired people feel safe in the grounds. Access around the site easier for all.
5. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans (PEEPs)	Continuous	Headteacher/ SENCO/Class Teacher	All disabled children and staff working with them are safe and confident in event of fire.

Increasing access for disabled pupils to the school curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
1. Increase confidence of staff in differentiating the curriculum	a) monitor SEN provision b) monitoring of differentiation in classes c) Plan CPD to respond to identified needs e.g. dyslexia, differentiation, alternative recording d) modified timetables	Continuous	SENCO/Headteacher VS/HS/EP/LCI	Raised confidence of staff in strategies for differentiation and increased pupil participation.
2. Ensure TAs have access to specific training to support children with specific disabilities.	Use staff audit to identify TA training needs and inform professional development process	Continuous	Head/SENCO	Raised confidence of TAs as above.
3. Use ICT software to support learning	Ensure appropriate software is installed when needed	Continuous	SENCO/ICT technician/ICT coordinator	Needs of individual children are met
4. Ensure all school trips are accessible to all	Staff to visit venues beforehand and liaise with venue staff to plan for any access needs Risk assessments in place	Continuous	Headteacher/ trip organisers	All children in school able to access all school trips and take part in range of activities.
5. Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	Continuous	PE Coordinator	All children able to access PE regardless of SEND need
8. Ensure children with SEND participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by children with SEND	Continuous	All staff	Children with SEND confident and able to participate equally in out of school activities.
9. Ensure children with hearing aids are supported in taking care of their equipment	Named staff to help with equipment checks and ensuring hygiene is maintained	Continuous	Named staff to support individual children HS link teacher to support	Children with equipment become more confident in managing it independently

10. Ensure that children with diabetes are supported in accordance with their individual plans	Named staff to be receive bespoke training to support and monitor.	Continuous	Named staff to support	Children with diabetes are stable throughout the day
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Improving the delivery of written information to disabled pupils

Targets	Actions	Timescale	Responsibilities	Success criteria
1. Review information to parents/carers to ensure it is accessible	<p>Ask parents/carers about access needs when child is admitted to school</p> <p>Review all information, letters home</p> <p>Office staff will support parents with filling in forms etc</p> <p>Make use of text messaging service for short reminders</p>	Continuous	Headteacher	All parents getting information in format that they can access (format, language etc)
2. Develop visual timetabling in all classes and enlarged print when required	<p>Staff to use with whole class/ individual children</p> <p>Make use of now and next boards</p> <p>Make use of task planners</p>	Continuous	SENCO Link teachers from external agencies	All children clear about timetable and secure about what is happening.
3. Embed the use of specialist equipment in quality first teaching	<p>Ensure staff are aware and trained on how to use specialist equipment.</p> <p>Liaise with outside agencies to ensure that the equipment in place is fit for purpose.</p>	Ongoing	SENCO Headteacher Class teachers	<p>Children requiring the use of specialist equipment are able to have immediate access.</p> <p>Equipment supports children to access the curriculum.</p>