

Bridge Hall Primary School

“Where Every Child Matters and Every Day Counts”



Accessibility Plan 2025-2028

Introduction

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years and The Equality Act 2010. This will be reviewed annually and updated every three years by the SENCo and Headteacher.

Definitions of SEND -

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people; Bridge Hall Primary School Accessibility plan -

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014).
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The LA admissions policy
2. The School Prospectus
3. The Equality and Diversity Policy
4. The Behaviour and Discipline Policy
5. The Special Educational Needs policy
6. The School Offer

All policies will be checked to ensure that they do not, unintentionally, treat children with disabilities less favourably.

The Accessibility Plan

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans'...'setting out how they plan to increase access for disabled children to the curriculum, the physical environment and to information.' (SEND code of Practice 2014) 'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all children identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for children with disabilities. Current position:

- The school building is almost fully accessible for wheelchair users

- The outside play areas are flat and almost completely accessible to wheelchair users
- There are three disabled toilets, one with showering facilities
- Mainstream Teaching Assistants support a range of children- delivering learning and therapy programmes
- The school is generally well-equipped with a range of learning aids and specific equipment. 🏠
- iPads accessible in each classroom and are used to support learning across school.
- Recent training has taken place in SEND, asthma and there are a high number of Paediatric trained First Aiders.

The following details specific anticipatory activities aimed to increase accessibility for children, staff and parents with SEND to the curriculum, the physical environment and to information.

Physical Environment

	OBJECTIVES	SUCCESS CRITERIA	ACTION	TIMESCALE
SHORT TERM	To ensure that any pupils who use wheelchairs or who have limited mobility can move freely around the new school building.	All the site is accessible, including entrance to outside directly from Foundation Stage.	Ensure any new children attending school with additional needs are catered for and staff aware of how to use equipment. H and S staff to ensure all external doors are easy to exit /enter	Ongoing
	To ensure that all children are safe within the playground and forest school area	All equipment and environments is safe to use	To clear forest school area of overgrown nettles and ensure area is safe to use	Jan '26

Curriculum

	OBJECTIVES	SUCCESS CRITERIA	ACTION	TIMESCALE
SHORT TERM	To increase the number of staff trained to support children with additional medical needs	5 support staff working 1:1 with children with EHCP	SENCO to research training needs of staff and to facilitate training on aspects of medicine, first aid, intimate care, and use of additional aids for learning for named support staff if required.	October 2025
MEDIUM TERM	To ensure that all lessons provide opportunities for all pupils to achieve, including differentiation for GD where appropriate and work adapted to meet the needs of individuals or groups where necessary	Evidence from planning, lesson observations and pupil progress that there are planned opportunities for all pupils to achieve	Senior teachers to effectively monitor, lessons and analysis of pupil progress (to be carried out by SLT / SENCO) to focus on planned opportunities for differentiation	Continuous evaluation at the end of each term and summary by the end of Autumn 2025
	To increase staff knowledge in supporting pupils with attachment difficulties, neurodiversity and children with additional emotional needs	Evidence from planning, class observations, tracking of progress and discussions with pupils and parents that identified children are achieving in school. Pastoral staff supporting children with emotional, social and behavioural needs. Gain Dyslexia Friendly Schools Award for the school to support our neurodiverse classrooms	Training for staff in recognition of attachment difficulties, dyslexia, neurodiversity, emotional and behavioural needs and support in adapting curriculum and individual plans to cater for individual needs. Training for staff in how to best support children in school who are at the earliest stages of neglect and emotional crisis. Gather evidence for case studies to support gaining the award	Continuous evaluation at the end of each term and summary by the end of Autumn 2025

Information

	OBJECTIVES	SUCCESS CRITERIA	ACTION	TIMESCALE
SHORT TERM	To ensure all staff are aware of the Success at SEN Support model	Evidence from observations, referral request and additional support required/requested	Staff meeting to explain SEN framework and the implementation of it	October 2025
Medium Term	To identify children, parents and members of local community who may need to access information in different formats eg interpreters, signers	School provides for children, parents and local community who may need to access information in different formats	SENCO and pastoral team to identify parents and children (initially) who may need further support to access information and to liaise with outside agencies to provide this.	When required
	To ensure that all parents of SEND children are aware of schools provision	To engage parents of SEND children within the school community	To hold a SEN 'drop-in' morning/afternoon for parents with children with SEND	Autumn term 2025 - parents evening