

Accessibility Plan/Author: R Cannon /S Morris

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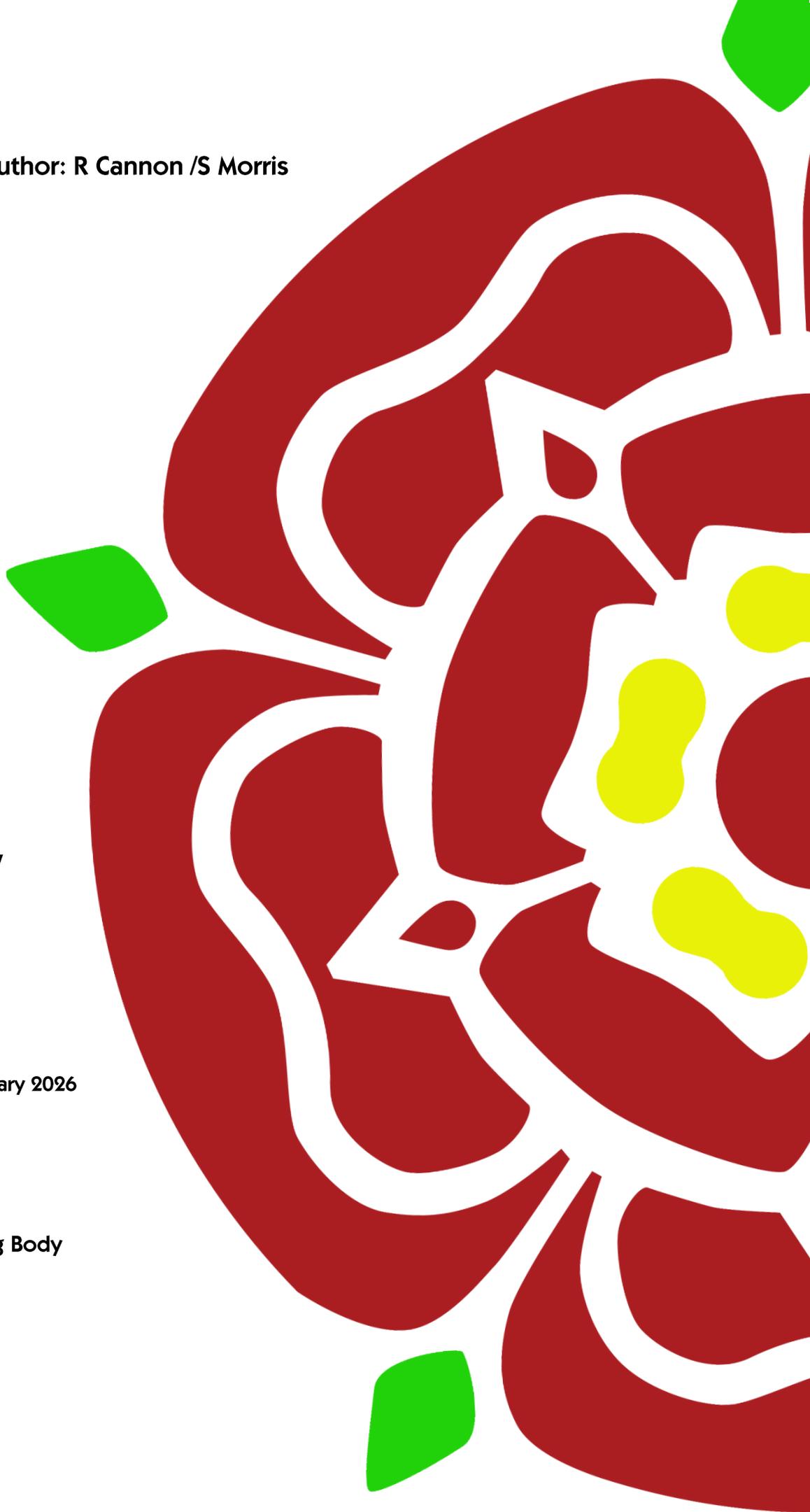
C. Dewse

Headteacher

Ratified by LGB on: February 2026

L. Guest

Chair of Local Governing Body



Current version	Previous version	Summary of changes made
V1		New plan – used The Key template

Contents

1. Aims.....
2. Legislation and guidance.....
3. Action plan.....
4. Monitoring arrangements.....
5. Links with other policies.....

1. Aims

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

Our 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.

The plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring 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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents / carers, staff, trustees, and other stakeholders

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 and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Monitoring arrangements

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

It will be approved by the board of trustees.

4. Links with other policies

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

- Educational Visits policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Supporting pupils with medical conditions policy

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED	PRIORITY/ REASONS
<p><u>Curriculum</u> Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a personalised curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To deliver an accessible curriculum in The Bridge.</p>	<p>Review the accessibility of the curriculum in The Bridge.</p>	<p>SLT</p>	<p>July 2026</p>	<p>Medium - New provision needs to meet expectations of current good practice in mainstream.</p>

<p><u>Physical environment</u></p> <p>Improve and maintain access to the physical environment</p>	<p>The environment of the school is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at accessible height 	<p>To ensure access to The Bridge is suitable for people with physical disabilities.</p>	<p>Seek to have a disabled parking bay at the same level as The Bridge.</p>	<p>RCN SLT</p>	<p>TBC</p>	<p>Medium - New provision needs to meet expectations of current good practice in mainstream.</p>
<p><u>Accessible Information</u></p> <p>Improve the delivery of information to pupils with a disability</p>	<p>Our school use(s) a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Accessible print resources • Pictorial or symbolic representations 	<p>To improve the accessibility of our print resources</p>	<p>Use a visually accessible colour for paper resources across school rather than white.</p>	<p>SM JGN</p>	<p>July 2026</p>	<p>Medium - Greater number of members of our school community can access general in-school print resources.</p>