



FIRST BRIDGE SCHOOL

# Accessibility plan

Reviewed: February 2026  
Next Review: August 2026

## **Introduction**

This plan is written to meet the requirements of Schedule 10 of the Equality Act 2010 and sets out the school's strategy on improving access for all. It covers three accessibility aspects:

- increasing the extent to which pupils with special educational needs and disabilities can participate in the entire curriculum
- improving the provision of written information for all
- improving the physical environment for all

First Bridge School is committed to meeting the legislative requirements, providing access as defined above and nurturing a culture of inclusion, support, and awareness. The school will not treat those with accessibility needs less favourably and will take reasonable steps to avoid putting pupils and staff at a disadvantage in matters of admission and education. See also our policies on curriculum, equality and admissions.

The plan is reviewed annually by the Headteacher and Clinical Director. Staff receive regular training on disability awareness and inclusive practice throughout their employment, beginning with induction and in line with the school's professional development programme, legal obligations under the Equality Act 2010, and the needs of the pupils.

## **Whole-school commitment to accessibility**

First Bridge School recognises that accessibility extends beyond the pupils who attend our school. We are committed to ensuring that every individual who enters or engages with the school—whether in person, remotely, or through written communication—can access our services, information, and environment safely and meaningfully.

Our commitment includes:

- ensuring colleagues with disabilities have appropriate adjustments, support, and accessible workspaces
- ensuring parents and carers can access information, meetings, and school activities
- ensuring visitors, including professionals, inspectors, and contractors, can access the building safely
- providing accessible formats of policies, reports, and other information (e.g., large print, simplified language, translated documents)
- ensuring communication needs are met across all interactions, including alternative modes of communication
- monitoring and adapting practice in line with pupil cohort needs, staffing requirements, and physical site changes

## Identifying barriers to access

In order to maintain meaningful access for every member of our school community, we routinely identify and address any barriers that may limit participation, communication, or engagement.

### For pupils

Factors in place	Strategies	Actions and next steps
<ul style="list-style-type: none"> <li>• Consultation with the parents, headteacher, clinical Lead, clinical supervisors, and all relevant staff to gain assessment and feedback on individual pupils.</li> <li>• Initial suitability needs school assessment</li> <li>• Follow stipulations in any Education, Health &amp; Care Plan [EHCP], medical and emotional information and any other</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are aware of specific barriers to learning of individual pupils.</li> <li>• Clinical supervisors and group teachers to differentiate teaching delivery to maximise</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships continue to develop with staff through support, training and regular supervision.</li> <li>• Staff trained and given competencies to achieve in</li> </ul>



<p>learning profiles for current pupils with Special Educational Needs and Disabilities (SEND) and look at same or similar information given on prospective pupils.</p> <ul style="list-style-type: none"><li>• Consultation with clinical lead regarding any areas of their curriculum which pose difficulties for particular SEND pupils.</li><li>• All staff to keep a particular eye on new pupils to detect any SEND issues not already known about.</li><li>• Assigned expert ABA programming, supported with the assessment of basic language and learning skills (ABLLS-r)</li><li>• Advice and assessment from professionals, e.g. Educational Psychologists, the NHS, Hearing/Visual Impairment Specialists, CAMHS and other medical and emotional support trained individuals.</li></ul>	<p>opportunity for learning and targets to be achieved.</p> <ul style="list-style-type: none"><li>• Clinical director's expertise offering advice on how best to support these pupils, through programmes to maximise progress.</li><li>• Regular programme assessing and monitoring to ensure support is identified and appropriate interventions are in place.</li><li>• Adjustments made to teaching methods, as necessary, in order to increase access for all, regardless of additional need.</li><li>• Specialist support available on a 1:1 basis in order to enhance learning intervention.</li></ul>	<p>all areas of effective teaching.</p> <ul style="list-style-type: none"><li>• Meaningful performance management aimed at improving expertise and linked to establishing best practice.</li><li>• Links with LA to establish EHCP links and quality of information.</li><li>• Clinical assessments are robust.</li><li>• Pupil progress monitored and programmes are adjusted to ensure targets are rigorous in the pursuit of positive development.</li><li>• Well established focus and support for mental health issues.</li></ul>
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### **For staff (specific)**

We assess and respond to staff accessibility needs through:

- Occupational health assessments
- Reasonable adjustments to duties, workspace, or equipment
- Access to training materials in alternative formats
- Clear visual signage and wayfinding
- Emergency evacuation arrangements (including staff PEEPs where required)

### **For adults (staff, parents and visitors)**

The school recognises that staff, parents and visitors may have a range of accessibility needs, including:

- Language barriers
- Literacy or communication challenges
- Disabilities affecting mobility, sight, hearing, or cognition
- Digital access barriers

To support this, upon request we offer:

- translated versions of key policies
- simplified/parent-friendly summaries of complex information (either written or verbal)
- remote meeting options where in-person attendance is difficult
- translation assistance for meetings
- accessible event planning, including wheelchair access, and quiet spaces

- large-print versions of letters, timetables, policies, and reports
- visitor information is provided clearly in advance, usually via email
- any access requirements are identified at booking stage
- a fully accessible welcome process
- availability of accessible toilets and step-free routes
- staff guidance on supporting visitors with mobility or communication needs

## Improving the delivery of information

To ensure all information is accessible to pupils, staff, parents, and visitors, First Bridge School uses a range of communication methods, including:

### For pupils

Factors in place	Strategies	Actions and next steps
<p>First Bridge School shares information with pupils in a number of ways. The school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Alternative and augmented communication (AAC)</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Signing (Makaton)</li> <li>• ABA structured communications ethos</li> <li>• Repetition, 'pairing', 'manding', matching</li> <li>• Use of the ABLLS-r assessment tool</li> </ul>	<ul style="list-style-type: none"> <li>• An individual timetable or schedule board can help a pupil to make sense of his/her day, to remember what to do and to anticipate what will come next.</li> <li>• Reviewing the content of curriculums in order to ensure that it promotes a broad understanding and positive approach to disability in its widest sense.</li> </ul>	<p><b>Strengthen consistency of communication approaches</b></p> <ul style="list-style-type: none"> <li>• Carry out termly audits to ensure AAC systems, visuals, signing, schedules, and communication supports are up to date and used consistently across classrooms.</li> </ul>



<ul style="list-style-type: none"><li>• Use of IT props/toys/whiteboards, use of gestures and signs with the pupil</li><li>• Copy the pupil's sounds and words back to them</li><li>• Observe and listen to pupils while they are playing</li><li>• Wait and pause for a response when playing together</li><li>• Give the pupil time to process information, make a choice or a request</li><li>• Add simple commentary instead of asking questions.</li><li>• Use photos and pictures</li><li>• Sing songs and look at books together</li><li>• Follow the pupil's lead</li><li>• Praise any attempts the pupil makes to communicate</li><li>• Parents are offered a wide range of information sharing and training.</li><li>• Reports of progress, including parental workshops</li></ul>	<ul style="list-style-type: none"><li>• Ensure that achievements of pupils of all abilities are recognised and celebrated in equal measure.</li><li>• At home a simple schedule board can support routines like going to bed, with pictures of having a bath, putting on pyjamas, brushing teeth, having a story and head on a pillow.</li></ul>	<p><b>Enhance accessibility of learning materials</b></p> <ul style="list-style-type: none"><li>• Ensure all classes routinely prepare and adapt materials to match the communication and processing needs of individual pupils.</li><li>• Ensure displays around the school contain accessible visuals, interactive elements that all pupils can engage with.</li></ul> <p><b>Strengthen staff practice through monitoring and supervision</b></p> <ul style="list-style-type: none"><li>• Provide targeted coaching where staff need support implementing strategies.</li></ul> <p><b>Improve personalisation and responsiveness to pupil needs</b></p>
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		<ul style="list-style-type: none"><li>• Ensure initial communication assessment (Pre-verbal communication Schedule PVCS) is conducted for each pupil.</li><li>• Review each pupil's communication profile at least termly and update individual supports (communication boards, schedules, interaction strategies).</li><li>• Continue to collaborate with clinicians and parents to ensure that communication plans reflect the pupil's current skills, preferences, and developmental stage.</li><li>• Collaborate with parents to ensure communication methods are effective across settings e.g. in</li></ul>
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		<p>the community, at home</p> <p><b>Strengthen home-school communication continuity</b></p> <ul style="list-style-type: none"> <li>• Provide parents with accessible versions of key communication tools (e.g., schedules, visuals) and offer optional workshops to support consistency at home.</li> </ul>
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**For adults (staff, parents and visitors)**

- Policies and letters available in other languages upon request
- Large-print versions of documents
- Digital formats compatible with screen readers
- Visual guides and step-by-step breakdowns for key processes
- Alternative meeting formats (virtual, written summaries)
- Clear signage throughout the building
- Quiet spaces for those with sensory needs
- Staff trained in disability awareness and inclusive communication

## Improving and maintaining access to the physical environment

Factors in place	Strategies	Actions and next steps
<p>First Bridge School ensures that the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• corridor width allows passage for disabled access</li> <li>• porch/Hall Entrance space to keep pushchairs/wheelchairs etc.</li> <li>• disabled toilets</li> <li>• toy and bookshelves at lower heights</li> <li>• reviews of the school evacuation plans and any necessary adjustments are made.</li> <li>• termly checks on effectiveness of fire evacuation procedures to ensure they meet the needs of all</li> <li>• meetings to give time to review policy and procedures with all necessary personnel.</li> <li>• Annual review of Fire and Safety signage</li> <li>• Ensure PEEPS are relevant and used in case of evacuation</li> </ul>	<ul style="list-style-type: none"> <li>• Daily/Weekly/Monthly environment checks</li> <li>• Fire risk assessment and logbook audits</li> <li>• Health and Safety training and communication to all staff</li> <li>• Provision of appropriate furniture and/or equipment where necessary for pupils with disabilities and additional needs</li> <li>• Plan for the purchase of furniture and/or equipment to meet the needs of known pupils with disabilities based on specialist advice received.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs and/or Personal Emergency Evacuation Plans (P.E.E.P).</li> <li>• As necessary, designated staff to be aware of their responsibilities in case of emergency.</li> <li>• On-going improvements in access to all areas when undertaking routine and maintenance work that considers access for people with specific needs.</li> <li>• Continue to identify areas where access could be improved and investigate if this is practical.</li> <li>• Regular site surveys and audits of the site</li> </ul>

		<ul style="list-style-type: none"> <li>• All concerns are logged, and plans are formulated for updates where necessary.</li> </ul>
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## **Monitoring, review and responsibilities**

- This plan is reviewed annually.
- Accessibility needs are reviewed at points of admission (for pupils), recruitment (for staff), and visitor engagement (for parents/professionals).
- Training for staff includes disability awareness, communication strategies, emergency procedures, and inclusive practice.
- Feedback from pupils, parents, staff, and visitors is used to inform improvements.
- Records of adjustments, concerns, and follow-up actions are maintained and monitored.

We continue to identify new opportunities for improvement through colleague and parent surveys, audits, and feedback.