Bridge Farm Primary School Accessibility Plan (2023-2026)

Improving the Physical Environment

Targets	Lead Person	Strategies	Outcome	Timescale	Success Criteria
Access to and exit from main buildings.	Site Manager	Ensure that all exits are maintained and kept clear from clutter.	Regular monitoring of exits by Site Manager and Caretaker.	Ongoing	Parents and pupils with mobility needs are able to access all areas of the building.
Children with additional needs placed in suitable classrooms.	Headteacher	Ensure children with additional needs are able to access classrooms and facilities without difficulty.	Careful consideration of choice of classrooms for children with additional needs.	Every July or when new children attend.	Every child with additional needs can access classrooms as easily as possible.
Y6 lift to be a safe way for children to access the Y6 classrooms.	Site Manager	Ensure children with additional needs are able to access classrooms and facilities without difficulty.	The lift is maintained and safe for use.	Ongoing	Lift in Grove building is accessible so children with mobility needs can easily access Y6 classrooms.
Ensure that all disabled pupils can be safely evacuated.	Headteacher	Put in Personal Emergency Evacuation Plans for individual pupils Ensure all staff are aware of their responsibilities.	All disabled pupils and staff are safe and confident in the event of an evacuation.	Monitored at the end of term 2, Term 4 and Term 6 (ready for transition to new class).	All staff and pupils know the PEEP arrangements.
Provide height adjustable furniture and specialist equipment where needed.	SEND Lead/ Physio/OT	Seek advice from relevant professionals.	All pupils have appropriate furniture and equipment.	Ongoing	Full access to the curriculum.
All out-of-school activities are planned to ensure the appropriate participation of the whole range of pupils	All Staff	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Throughout the year	Increase access to all school activities for all disabled pupils

Bridge Farm Primary School

Improving access to the Curriculum

Targets	Lead Person	Strategies	Outcome	Timescale	Success Criteria
To ensure that all teachers and teaching support staff are confident in their ability to support pupils with disabilities.	Headteacher / SEND Lead Practitioner	Staff training in developing greater awareness of disability needs. To provide support to all staff to enable them to meet the needs of pupils with additional needs.	Pupils with disabilities can access all aspects of the curriculum.	Termly	Provision for children is improved through appropriate training of all relevant staff.
To identify training needs of new staff and in relation to new children.	Headteacher / SEND Lead Practitioner / Teaching Practitioners	Undertake audit of new staff.	All staff have received appropriate training as necessary.	Termly Regular training throughout the year.	Provision for disabled children improves through appropriate training of staff.
Ensure all staff are aware of and able to use SEND software and resources.	SEN Lead Practitioner	An Audit of all SEND ICT and other resources and make a list available to all staff. Run individual training sessions on use of SEND software.	Staff aware of resources available and how to use them.	Training when new software and resources arrive. Training for staff undertaking specific support.	Wider use of SEND resources in all subjects.
Develop consistent approach to adapting the curriculum and alternative provision in school.	Headteacher / SEND Lead Practitioner / Teaching Practitioners	Staff meeting to share good practice.	Staff will have clear understanding of adapting the curriculum and methods of recording.	Termly	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Headteacher / SEND Lead Practitioner / Teaching Practitioners	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Throughout the year	Increase in access to the National Curriculum

All out-of-school activities are planned to ensure the appropriate participation of the whole range of pupils.	All	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Throughout the year	Increase in access to all school activities for all disabled pupils.

Improving access to Information

Targets	Lead Person	Strategies	Outcome	Timescale	Success Criteria
Ensure that disabled pupils can take part in extracurricular (in or out of school) activities and out of school visits to maximise opportunity.	All	Ensure transport and any relevant equipment is checked. Check access arrangements.	Pupils with disability needs are able to access these activities.	Ongoing	A broad range of experiences for all pupils.
To enhance communication with and participation of parents/carers with disabilities.	All	Regular meetings with parents/carers. Open door policy. SEND Lead to attend IEP meetings for children with high level needs. Attendance of SEND Lead at pupil progress meetings where appropriate.	Positive responses given on parent questionnaires. Positive feedback.	Ongoing	All parents/carers feel fully involved and consulted.
Availability of written materials in alternative formats (if needed).	All	The school to identify services available through LA for converting information into alternative formats.	If necessary, school is able to provide information in alternative formats.	Ongoing	Access to information is improved for all