



Somerset Bridge Primary School

Aspire - Brave - Care - Collaborate

Accessibility Plan

Adopted	March 2025
Review	March 2026
Head Teacher signature	Kevin Bryant
Chair of Governors signature	Darren Argrave

The Purpose of this Plan

This plan shows how Somerset Bridge Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

In 2010, the school was built following the closure of the original school, which has enabled us to accommodate more pupils.

The school is on one level.

At present we have no wheelchair dependent pupils but some parents who use mobility aids. There are currently no members of staff that are wheelchair dependent.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

We have a very small number of pupils and parents who have a hearing impairment or a visual impairment.

Areas of planning responsibilities

1. Increasing access for pupils with disabilities 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)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to pupils with disabilities (this will include planning to make written information that is normally provided by the school to its pupils available to pupils with disabilities). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Success criteria	Responsibility
To increase staff's confidence in differentiating the curriculum	Staff training on different aspects of SEN, including dyslexia, attachment & ASD. Children named specifically on teacher planning, outlining activities.	Staff will feel more confident in differentiating for children. Increased pupil participation.	Class teachers SENCO
To use ICT software to support learning	Clicker Writer installed on all Chromebooks and training given to new staff.	Wider use of SEN resources in classes.	ICT co-ordinator SENCO
For all educational visits to be accessible to all	Ensure venues are vetted prior to visit for suitability and accessibility. Risk assessments carried out prior to trips. Guidance given to staff on making trips accessible.	All pupils can attend educational visits and take part in a range of activities.	Class teachers Business manager SENCO

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Success criteria	Responsibility
To be aware of the access needs of all stakeholders	To create access plans for any pupils with a disability as part of the ILP process. To be aware of the access needs of other stakeholders.	For all stakeholders to be aware of access needs of others. For stakeholders with disabilities to feel confident that their needs are met and they have full access to all school activities.	SENCO Head teacher Governors Business manager
To ensure that the layout of the school allows access for all pupils to all areas	Consider needs of all stakeholders and adjust the building as necessary.	Access for all.	SENCO Head teacher Governors Business/site manager
To ensure that all pupils with a disability can be safely evacuated	Evacuation plans put in place for all pupils with a disability. To ensure staff know what to do in an emergency.	That all pupils with a disability and staff working alongside are safe in the event of an emergency.	SENCO Class-based adults
To ensure that the classroom is accessible to pupils with a hearing and/or visual impairment.	To seek advice on individual pupils' needs from VST and HST.	All children will have access to the environment.	Advisory teachers from HST/VST SENCO

3. Improving the delivery of written information to pupils with disabilities

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, 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 timeframe.

Target	Strategies	Success criteria	Responsibility
To ensure all information given to parents is accessible	Information is concise & easy to read i.e. in 'simple' English. It is written in clear print. Office staff / FSW / SENCO will help parents struggling to access information.	All parents will be able to access all information.	School Office Family Support Worker
To ensure that information is provided in a suitable format for pupils and adults with a disability	Font is clear and enlarged and matt laminates are used for pupils with a visual impairment. Pupils with Dyslexia will have access to overlays & coloured exercise books.	Pupils will be able to access all information. Staff will be aware of formats needed for different pupils.	Teacher (for pupils) SENCO Office (for parents)
For information to be available in different languages for pupils.	Access to translators and interpreters where necessary.	Pupils will feel supported, valued and included.	EAL TAs SENCO