



# BRIDGE & PATIXBOURNE C of E PRIMARY SCHOOL

## Accessibility Plan Policy & Procedure

Our school vision is based upon Jesus' words: *"I am the vine, you are the branches. If you abide in me and I in you, you will bear much fruit."* (John 15:5) which speaks of how we live and grow together as a Christian community.

We provide opportunities for everyone to flourish and grow within the love of God. Guided by the teachings of Jesus, we cultivate creativity, excellence, and resilience, inspiring pupils and staff to develop their unique gifts and become the best versions of themselves. We aim to equip our diverse community to make a positive difference in the world.

Our core values of Service, Forgiveness, Trust, Generosity and Compassion were chosen to underpin this vision for our school.

### Key Personnel

**Headteacher:** James Tibbles

**Chair of Governors:** Peter Hellman

### Key Dates

**Reviewed:** May 2025

**Next Review Date:** May 2028

*We want to ensure your needs are met. If you would like this document in any other format, please contact us: [office@bridge.kent.sch.uk](mailto:office@bridge.kent.sch.uk)*

## Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that *"schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation"*.

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. At Bridge & Patribourne CE Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and

access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

## Curriculum Accessibility

Actions	Success Criteria
<p><b>Vocabulary Development</b> Pre-teaching; Speech &amp; Lang; Communication Friendly Classrooms</p>	
<p>Plan pre-teaching of vocabulary for targeted pupils (e.g., EAL/SEND) in intervention sessions or before lessons.</p> <p>Provide opportunities for pupils to practise and apply new vocabulary in spoken and written contexts.</p> <p>Audit existing vocabulary teaching practices, identifying gaps in staff confidence and consistency.</p> <p>Develop progressive, subject-specific vocabulary lists collaboratively with subject leads and teaching staff for each year group.</p> <p>Provide CPD for teachers on effective and inclusive methods of teaching vocabulary, considering EAL students and SEND pupils.</p> <p>Set up cross-year peer observations to share best practices in vocabulary teaching.</p> <p>Audit communication friendly classroom environments.</p> <p>Ensure consistency across the school regarding communication Friendly classrooms.</p>	<p>Pupils demonstrate increased knowledge, understanding, and use of subject-specific vocabulary in classroom discussions, workbooks, and assessments.</p> <p>Vocabulary is presented in an inclusive way, and all pupils, including EAL and SEND, are able to confidently and accurately recall and use subject-specific terms.</p> <p>Clear, progressive, and agreed lists of subject-specific vocabulary are available for all year groups. Staff confidently utilise approaches shared in CPD.</p>
<p><b>Inclusive Teaching Strategies</b></p>	
<p>Using guidance from Mainstream Core Standards for all Learners, as directed by</p>	<p>All teaching staff demonstrate improved understanding and implementation of</p>



<p>the Local Authority, ensure that quality first teaching strategies are used throughout the school with induction/ emphasis/ support for new staff.</p> <p>Audit classroom environments to ensure they are conducive to varied learning needs (e.g., visual aids, sensory spaces, seating arrangements). Provide tailored advice and practical support as needed.</p> <p>Provide opportunities for discussion and reflective feedback on inclusive approaches.</p> <p>Regular cycle of observation to ensure that inclusive approaches are used in all curriculum areas.</p> <p>Use visual aids, gestures, and home languages alongside English to support inclusive vocabulary teaching.</p>	<p>inclusive teaching techniques, evident in lesson observations and pupil outcomes.</p> <p>Planning documents explicitly reflect inclusivity, and differentiation is evident in lessons. Improved progress of pupils with SEND and disadvantaged pupils.</p>
<b>Sensory Needs</b>	
<p>Deliver staff training sessions focused on understanding sensory needs, sensory circuits and practical classroom strategies, such as flexible seating arrangements, sensory zones, and sensory-aware lesson adjustments. Follow up with resource packs, visual models, and ongoing coaching sessions for TAs and teachers.</p> <p>Organise a sensory needs workshop for parents, with presentations from SEN specialists and practical demonstrations of strategies for use at home.</p> <p>Improve communication with parent's regarding their children's sensory needs.</p>	<p>Children more able to self -regulate</p> <p>Improved staff understanding in the area of Sensory differences.</p> <p>Sensory equipment and break areas are readily available and regularly used by pupils. Reduction in sensory-related behavioural incidents and improved engagement in lessons</p> <p>Parents report increased understanding and confidence in supporting their children's sensory needs, evidenced by feedback</p>
<b>Sounds Write</b>	

<p>Gradual training of staff in the SoundsWrite approach leading to one staff member in each year group being fully trained.</p> <p>Ensuring that SoundsWrite is use consistently throughout the school as a spelling intervention.</p>	<p>Improved spelling within children’s writing.</p> <p>Improved reading results.</p> <p>Increased staff confidence in the teaching of the phonetic code.</p>
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**Importance of Happiness & Wellbeing**

<p>Introduce a whole-school wellbeing focus that incorporates a daily mindfulness activity at the start of every morning session.</p> <p>Provide a comprehensive scheme of work for PSHE lessons, focusing on emotional health, resilience, kindness, and gratitude.</p> <p>Design a school-wide theme for each term with an emphasis on wellbeing, e.g., “Kindness Counts” or “Healthy Mind, Happy Heart,” and ensure regular assemblies are aligned to the themes.</p> <p>Arrange whole-staff INSET training with STLS on identifying emotional distress and anxiety in pupils. Provide a practical toolkit for staff with step-by-step guidance on supporting pupils’ mental health. Organise follow-up sessions with staff to address challenges and share best practices. Create a directory of external agencies and support services for staff to access when referring significant concerns.</p> <p>Implement a weekly “Happiness Hero” award that recognises acts of kindness,</p>	<p>Children understand their emotions.</p> <p>Increased engagement in learning.</p> <p>More cohesive classroom teams and stronger relationships.</p> <p>Less behaviour incidents and better social interaction.</p> <p>Development of greater resilience in children.</p> <p>Staff demonstrate confidence in identifying and supporting pupil needs, as observed in appraisals and feedback.</p> <p>Pupils exhibit enhanced teamwork, kindness, and happiness-related behaviour.</p> <p><b>Mental well-being:</b> Children in OPAL programs report being happier and having improved mental health.</p> <p><b>Social and emotional development:</b> Children in OPAL programs practice relationships and develop social and emotional skills.</p> <p><b>Creativity and imagination:</b> Children in OPAL programs report increased creativity and imagination.</p>
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<p>resilience, or supportiveness, encouraging positive behaviours.</p> <p><b>Implement the Opal approach to Playtimes through</b></p> <p>Whole school staff training</p> <p>Accessing appropriate resources and materials</p> <p>Organising activities aligned with children’s interests and stage of development.</p>	<p><b>Collaborative skills:</b> Children in OPAL programs report increased collaborative skills.</p>
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## Physical Accessibility

<p><b>Ensure that all school trips and off-site activities are accessible for pupils with physical and/or mobility disabilities</b></p>	
<p>Review the accessibility of venues and locations used for school trips and off-site activities</p> <p>Develop a checklist for staff to use when planning trips to ensure accessibility is considered.</p> <p>Provide training for staff on planning accessible trips and activities and completing Risk Assessments.</p> <p>Ensure appropriate equipment, such as portable ramps, are available for use on trips</p>	<p>All school trips and off-site activities are accessible for pupils with physical and/or mobility disabilities</p> <p>Feedback from pupils, parents, and staff indicates a high level of satisfaction with the accessibility of school trips and activities</p>
<p><b>Ensure disabled children can take part equally in whole school events, lunchtime and after school activities</b></p>	
<p>Ensure whole school events can be adapted to include all children. Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school. Ensure there is a way of getting children with</p>	<p>Disabled children feel able to participate equally in out of school activities.</p> <p>All pupils have access to PE and are able to excel, for example via support from an adult</p>

<p>mobility issues/ wheelchairs in and out of the school hall – if used.</p> <p>Review PE curriculum to ensure PE is accessible to all pupils and includes disability sports</p>	
<p><b>Ensure school environment is physically accessible</b></p>	
<p>Consideration given to accessibility for some children relating to the physical environment ie. Height of pegs, table and chair height, use of standing desks etc. Risk assessments where needed.</p>	<p>Barriers caused by environmental issues reduced. Increased access to the curriculum and physical environment</p>

## Provision of Information

<p><b>Ensure that parents have appropriate information through simplified communication and translated materials</b></p>	
<p>Audit the language needs of parents/carers</p> <p>Identify key documents and communications to be translated into relevant languages</p> <p>Establish a process for providing translated documents and interpreting support for meetings</p> <p>Use visual aids, gestures, and home languages alongside English to support inclusive vocabulary teaching.</p>	<p>All parents/carers can access key school information in their preferred language</p> <p>Positive feedback from parents/carers on the accessibility of school communication</p>
<p><b>Ensure staff feel confident to have challenging conversations with parents about their children's learning or behaviours</b></p>	
<p>Provide training for all teaching staff on effective communication strategies when discussing SEN needs with parents</p> <p>Develop a clear protocol for how these conversations should be handled, including guidance on active listening,</p>	<p>All teaching staff report increased confidence in having challenging conversations with parents about SEN needs</p> <p>Parent feedback indicates that they feel listened to and supported when</p>



<p>empathy, and signposting to additional support</p> <p>Implement regular opportunities for staff to role-play and practice these conversations in a supportive environment</p>	<p>discussing their child's SEN needs</p> <p>The number of complaints or concerns raised by parents related to SEN discussions decreases</p>
<b>Providing Parents with information or resources to support their children's learning.</b>	
<p>Workshops for parents covering different core curriculum areas eg. reading, maths, phonics</p> <p>Parent's Speech and Language information sessions</p> <p>Leading Parent's sessions for Neurodivergent children</p>	<p>Parents kept up to date, informed and consulted on issues involving their children.</p> <p>Parents are able to work in partnership with the school in methods to support their children's learning.</p>