ACCESSIBILITY PLAN

Removing barriers. Enabling participation.
Promoting independence.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework
and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
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OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This Accessibility Plan sets out Riverside Bridge School's strategic approach to improving accessibility across the period September 2026 to August 2029. It identifies the actions through which the school will continue to remove barriers to learning, participation, communication and independence for disabled pupils and other members of the school community.

At Riverside Bridge School, accessibility is embedded within the way we design learning, environments, communication and support. As a specialist school for pupils with complex learning, communication, sensory, physical and medical needs, we recognise that accessibility extends beyond physical access and includes the removal of barriers within curriculum, communication, information, digital systems, environments and wider school life. Our approach is underpinned by the Flow Curriculum, BridgeWorks structured teaching, Total Communication and Preparation for Adulthood. These approaches support personalised learning, accessible communication, meaningful participation and increasing independence. The school will continue to make reasonable adjustments, invest in specialist resources, develop staff expertise and review its environment and communication systems so that pupils are able to access an ambitious and inclusive education.

This plan focuses on the three statutory areas of accessibility planning:

- increasing access to the curriculum;
- improving the physical environment; and
- improving access to information.

Progress will be monitored annually by the Senior Leadership Team and Governing Board, with actions reviewed and adapted where priorities are achieved or new barriers emerge.

Our responsibilities to pupils and the wider school community

Riverside Bridge School will:

- identify and remove barriers to participation wherever reasonably practicable;
- make reasonable adjustments in response to individual need;
- maintain an ambitious and accessible curriculum;
- develop accessible communication and information;
- maintain and improve the physical environment;
- involve pupils, families, staff and professionals in identifying accessibility needs;
- use audits, quality assurance and feedback to identify priorities;
- ensure accessibility is considered in premises and strategic development planning; and
- review this plan annually and formally renew it every three years.

Through these commitments, Riverside Bridge School aims to ensure that accessibility is continually strengthened so that every pupil can communicate, participate, learn and develop greater independence.

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APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

INTRODUCTION

Setting direction. Removing barriers. Promoting participation.

The Governing Board of Riverside Bridge School is committed to ensuring that disabled pupils, staff, parents, carers and visitors are able to access and participate fully in all aspects of school life.

This Accessibility Plan sets out the school's strategic priorities for improving accessibility over the three-year period from September 2026 to August 2029. It has been developed in accordance with the requirements of the Equality Act 2010 and should be read alongside the school's Accessibility Statement, which outlines the school's wider commitment to equality, inclusion and accessibility.

As a specialist school for pupils with complex learning, communication, sensory, physical and medical needs, accessibility is embedded within every aspect of our provision. Through our Flow Curriculum, BridgeWorks structured teaching approach, Total Communication philosophy and commitment to Preparation for Adulthood, we continually seek to remove barriers to learning, participation and independence.

This plan focuses on the areas where the school will continue to strengthen accessibility through strategic development, investment and continuous improvement. It identifies priorities for improving:

- access to the curriculum;
- the physical environment;
- access to information.

Progress against this plan will be monitored by the Senior Leadership Team and Governing Board and reviewed annually to ensure that it continues to reflect the evolving needs of the school community.

Section 02

LEGISLATIVE FRAMEWORK

Meeting statutory duties. Advancing accessibility.

This Accessibility Plan has been developed in accordance with the requirements of:

- Equality Act 2010;
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015);
- Children and Families Act 2014;
- The Equality Act 2010 (Disability) Regulations 2010;
- Department for Education guidance relating to accessibility planning.
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The plan supports the school's duties to:

- increase the extent to which disabled pupils can participate in and benefit from the curriculum;
- improve the physical environment to enable disabled pupils and other members of the school community to access education and services more effectively;
- improve the availability of accessible information for disabled pupils, parents, carers, staff and visitors.

This plan should be read alongside the school's Accessibility Statement and other relevant policies that support equality, inclusion, safeguarding, health and safety, curriculum provision and positive support.

Section 03

OUR APPROACH TO ACCESSIBILITY

Embedding accessibility. Personalising support. Enabling independence.

At Riverside Bridge School, accessibility is not viewed as a standalone initiative but as a fundamental principle underpinning all aspects of school life. Our approach is centred on identifying and removing barriers to learning, communication, participation and independence, ensuring that every pupil is able to access an ambitious education and achieve their individual potential.

The school's strategic approach to accessibility is set out in the Accessibility Statement. Accessibility is embedded through the Flow Curriculum, BridgeWorks structured teaching approach, Total Communication philosophy and our commitment to Preparation for Adulthood. These approaches ensure that reasonable adjustments, personalised support and inclusive practice are integral to curriculum design, the learning environment and wider school life.

This Accessibility Plan builds upon those principles by identifying the strategic improvements Riverside Bridge School will implement between September 2026 and August 2029. The priorities within this plan reflect our commitment to continuous improvement and focus on three key areas:

- improving access to the curriculum;
- improving the physical environment;
- improving access to information.

The actions within this plan complement the school's wider strategic priorities and will be implemented through ongoing self-evaluation, investment, partnership working and governance oversight to ensure accessibility continues to develop in response to the changing needs of our pupils and wider school community.

Section 04

PRIORITY 1 - IMPROVING ACCESS TO THE CURRICULUM

Removing barriers to learning. Supporting meaningful participation.

Riverside Bridge School is committed to ensuring that every pupil can access an ambitious, personalised curriculum that enables them to communicate, participate, develop independence and achieve positive outcomes. Accessibility within the curriculum extends beyond physical access and includes the removal of barriers relating to communication, learning, sensory processing, emotional regulation and participation. Over the period of this plan, the school will continue to strengthen curriculum accessibility by developing inclusive teaching practice, maintaining high-quality specialist provision and ensuring that learning remains responsive to the changing needs of pupils. This will include the continued implementation and evaluation of the Flow Curriculum, BridgeWorks structured teaching approach, Total Communication philosophy and Preparation for Adulthood curriculum.

The school will continue to invest in staff development, specialist resources, assistive technology and therapeutic collaboration to ensure that all pupils can access learning in ways that are meaningful, engaging and appropriate to their individual strengths and needs. Curriculum accessibility will be monitored through quality assurance processes, curriculum review, learning walks, pupil progress information and feedback from pupils, families and professionals.

The strategic actions that will support these priorities are set out within the Three-Year Accessibility Action Plan.

Section 05

PRIORITY 2 - IMPROVING THE PHYSICAL ENVIRONMENT

Creating accessible spaces. Supporting safe participation.

Riverside Bridge School is committed to maintaining a safe, inclusive and accessible physical environment that enables pupils, staff, parents, carers and visitors to participate fully in school life. As the needs of our school community continue to evolve, the school will ensure that its buildings, learning environments, specialist facilities and resources remain appropriate, accessible and fit for purpose.

During the period of this plan, the school will continue to review the suitability of classrooms, specialist teaching spaces, therapy areas and shared facilities to ensure they promote independence, communication, participation and wellbeing. Consideration will also be given to environmental factors such as lighting, acoustics, signage, accessibility of routes, specialist equipment and sensory regulation, ensuring that reasonable adjustments are made wherever required.

Accessibility improvements will be informed through estate planning, health and safety inspections, accessibility audits, risk assessments and feedback from pupils, families, staff and external professionals. Where improvements are identified, these will be prioritised in line with available resources and the school's strategic development plans.

The strategic actions that will support these priorities are set out within the Three-Year Accessibility Action Plan.

Section 06

PRIORITY 3 - IMPROVING ACCESS TO INFORMATION

Making communication accessible. Supporting understanding.

Riverside Bridge School is committed to ensuring that information is accessible, understandable and available in formats that enable all members of the school community to engage fully with school life. Effective communication is fundamental to promoting inclusion, strengthening partnerships with families and enabling pupils to participate in decisions that affect them.

Throughout the period of this plan, the school will continue to develop accessible communication through its Total Communication approach, ensuring that information is presented using a range of methods appropriate to individual needs. This includes the continued use of symbols, visual supports, augmentative and alternative communication (AAC), Easy Read materials where appropriate, translated information, accessible digital content and personalised communication approaches.

The school will continue to review the accessibility of its written communications, digital platforms and website to ensure that information can be accessed by pupils, parents, carers, staff and visitors. Feedback from families and professionals will inform ongoing improvements, helping to ensure that communication remains inclusive, timely and responsive.

The strategic actions that will support these priorities are set out within the Three-Year Accessibility Action Plan.

Section 07

THREE-YEAR ACCESSIBILITY ACTION PLAN

Setting priorities. Delivering improvement. Measuring impact.

The following action plan identifies the strategic improvements Riverside Bridge School will undertake over the period of this plan. Progress against each objective will be reviewed annually by the Senior Leadership Team and Governing Board to ensure actions remain responsive to the changing needs of the school community.

The plan is organised around the three statutory areas of accessibility planning:

- improving access to the curriculum;
- improving the physical environment;
- improving access to information.

Actions will be implemented through the school's ongoing programme of self-evaluation, strategic development, resource planning and continuous improvement. Where priorities are achieved during the lifetime of this plan, they will be reviewed and replaced with new actions as appropriate to ensure that accessibility continues to develop in response to emerging needs.

Accessibility Action Plan (2026-2029)

Strategic Priority 1	Objective	Actions	Lead	Review date	Success Measures
Curriculum	Maintain an accessible and ambitious curriculum for all pupils.	Continue to develop and review the Flow Curriculum to ensure learning pathways remain appropriately personalised and inclusive.	Headteacher / AHT Curriculum	Ongoing	Curriculum reviews demonstrate accessibility across all pathways.
Curriculum	Embed high-quality inclusive teaching.	Continue implementation and quality assurance of the BridgeWorks structured teaching approach across all classrooms.	Deputy Headteacher	Annual	Learning walks demonstrate consistent implementation of BridgeWorks expectations.
Curriculum	Ensure communication remains accessible.	Review Communication Profiles, AAC provision and Total Communication approaches annually.	SALT Lead	Annual	Communication Profiles remain current and support individual access to learning.
Curriculum	Develop staff expertise.	Deliver ongoing professional development relating to accessibility, communication, SEND and inclusive practice.	Headteacher	Ongoing	Staff training programme completed and reflected within quality assurance.
Curriculum	Maintain access to specialist resources.	Review assistive technology, specialist equipment and curriculum resources to ensure they meet changing pupil needs.	AHT Curriculum	Annual	Resources remain appropriate and support pupil participation.
Curriculum	Evaluate curriculum accessibility.	Monitor curriculum accessibility through learning walks, pupil progress, pupil voice and parent feedback.	SLT	Ongoing	Evidence demonstrates barriers are identified and addressed promptly.

Strategic Priority 2	Objective	Actions	Lead	Review date	Success Measures
Physical Environment	Maintain an accessible learning environment.	Complete annual accessibility audit of classrooms, specialist areas and shared spaces.	Site Manager	Annual	Audit completed and actions addressed.
Physical Environment	Improve specialist facilities.	Review sensory spaces, therapy rooms and specialist equipment in line with pupil need.	Headteacher	Annual	Facilities continue to meet identified needs.
Physical Environment	Ensure reasonable adjustments are maintained.	Review accessibility arrangements following significant building works or environmental changes.	Site Manager	As required	Accessibility maintained following any changes.
Physical Environment	Promote safe access.	Continue to review signage, lighting, acoustics and accessibility of routes throughout the school.	Site Manager	Annual	Environmental audits identify and reduce barriers.
Physical Environment	Plan future improvements.	Include accessibility priorities within premises development and capital planning.	Governors / Headteacher	Ongoing	Accessibility considered within estate development decisions.

Strategic Priority 3	Objective	Actions	Lead	Review date	Success Measures
Information	Ensure information remains accessible.	Review school communications to ensure information is available in accessible formats where required.	Office Manager	Annual	Families can access information in appropriate formats.
Information	Strengthen digital accessibility.	Review website accessibility and digital communications against recognised accessibility standards.	Business Manager	Annual	Website remains compliant and accessible.
Information	Improve family communication.	Continue to develop accessible communication through Total Communication, translated materials and visual information where appropriate.	Family Support Team	Ongoing	Positive feedback from families regarding accessibility of communication.
Information	Review effectiveness.	Gather feedback from pupils, families and professionals to inform future accessibility improvements.	SLT	Annual	Feedback informs annual review and future action planning.

Section 07

MONITORING AND REVIEW

Tracking progress. Responding to need. Sustaining improvement.

The Senior Leadership Team will monitor the implementation of this Accessibility Plan throughout the three-year period, ensuring that actions remain aligned with the school's strategic priorities and the evolving needs of pupils and the wider school community.

Progress against the action plan will be reviewed annually and reported to the Governing Board. Where objectives have been achieved, new priorities may be identified to ensure continuous improvement. The plan will also be reviewed in response to significant changes in legislation, guidance, the school estate or the needs of the school community.

A full review of the Accessibility Plan will take place every three years in conjunction with the school's Accessibility Statement, ensuring that Riverside Bridge School continues to meet its statutory responsibilities and remains committed to providing an inclusive, accessible and ambitious learning environment for all.

Section 08

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This plan should be read alongside:

- Accessibility Statement
- Equality, Diversity, Equity and Inclusion Policy
- SEND Policy
- Curriculum Policy
- Positive Support Policy
- Health and Safety Policy
- Risk Assessment Policy
- Safeguarding and Child Protection Policy
- Medical Needs, Medication and Allergy Safety Policy
- Educational Visits Policy
- Online Safety Policy
- Mobile and Smart Technology Policy
- BridgeWorks Structured Teaching Policy
- Total Communication Policy
- relevant premises and estate development plans