ACCESSIBILITY STATEMENT

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
INSPIRE, EMPOWER, ACHIEVE

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 Statement sets out Riverside Bridge School's commitment to ensuring that our school, curriculum, information and wider provision are accessible to pupils, families, staff and visitors. It explains how accessibility is embedded within our everyday practice and how we work to identify, anticipate and remove barriers to participation.

At Riverside Bridge School, accessibility is fundamental to providing an ambitious, inclusive and equitable education. As a specialist school for pupils with complex learning, communication, sensory, physical and medical needs, we recognise that accessibility extends beyond physical access. It includes how pupils access learning, communicate, understand their environment, participate in school life and develop increasing independence.
Our approach is personalised and proactive. Through the Flow Curriculum, BridgeWorks structured teaching, Total Communication, specialist resources, reasonable adjustments and partnership with families and professionals, we seek to create environments and opportunities that respond to individual strengths and needs.
We recognise our duties under the Equality Act 2010 and are committed to ensuring that disabled pupils are not placed at a substantial disadvantage. Accessibility is considered within curriculum design, communication, the physical environment, information, school improvement and strategic planning.
This Statement should be read alongside the school's three-year Accessibility Plan, which identifies the specific priorities and actions through which accessibility will continue to be developed and improved.

Our responsibilities to our school community

Riverside Bridge School will:

- identify and remove barriers to access and participation wherever reasonably practicable;
- make reasonable adjustments in response to individual need;
- provide accessible and personalised approaches to learning and communication;
- maintain and develop an accessible physical environment;
- provide information in accessible formats where required;
- work collaboratively with pupils, families and professionals;
- consider accessibility within strategic planning and decision-making;
- continually review and improve accessibility across the school.

Through these commitments, Riverside Bridge School aims to ensure that accessibility is embedded within learning, communication, information, the physical environment and wider school life. We will continue to identify and remove barriers so that every pupil can participate meaningfully, develop independence and access the full range of opportunities available to them.

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APPROVED BY:
Governing Board

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Section 01

THE ACCESSIBILITY STATEMENT

Setting our commitment. Removing barriers. Enabling participation.

At Riverside Bridge School, accessibility is central to everything we do.

As a specialist school for pupils with complex learning, communication, sensory, physical and medical needs, we are committed to ensuring that every pupil can access education, participate fully in school life and achieve their potential.

Accessibility is not viewed as a separate area of provision. It is embedded within our Flow Curriculum, learning environments, communication systems and everyday practice, ensuring that barriers to participation are identified, anticipated and removed wherever reasonably possible.

Our approach is guided by the school's commitment to inspiring communication, empowering independence and achieving brighter futures. Accessibility supports pupils to understand, communicate, participate, regulate and develop the skills they need for adulthood.

Section 02

ACCESS TO LEARNING

Personalising learning. Supporting communication. Promoting independence.

We provide a highly personalised, inclusive and ambitious curriculum that enables every pupil to engage in learning, participate meaningfully and make sustained progress from their individual starting points. Our Flow Curriculum is designed to remove barriers to learning by providing personalised pathways that develop communication, independence, participation and preparation for adulthood.

Teaching is adapted to meet a wide range of needs through:

- BridgeWorks structured teaching, providing predictable environments, visual supports, work systems and clearly structured learning experiences;
- Total Communication approaches, including AAC, symbols, signing, Communication Profiles and other personalised communication systems;
- objects of reference, sensory approaches and adapted teaching strategies;
- specialist resources, assistive technology and adapted equipment;
- therapeutic approaches embedded within classroom practice through close partnership with Speech and Language Therapy, Occupational Therapy and other specialist services;
- personalised learning pathways that promote communication, participation, independence and Preparation for Adulthood;
- the school's Communication, Participation and Regulation (CPR) approach, ensuring barriers to learning are identified early and appropriate support is implemented.

We recognise that pupils learn in different ways and ensure that teaching, resources, assessment and learning environments are adapted to maximise engagement, participation, achievement and independence for every learner.
next

Section 03

THE PHYSICAL ENVIRONMENT

Creating accessible spaces. Responding to need. Supporting participation.

Riverside Bridge School is designed to provide an accessible, safe and inclusive environment that enables pupils, families, staff and visitors to participate fully in school life. The physical environment is continually reviewed to ensure that it meets the changing needs of our school community and supports learning, communication, independence and wellbeing.

Our environment includes:

- accessible classrooms, learning spaces and specialist teaching environments;
- adapted toilet, hygiene and changing facilities;
- specialist equipment, assistive technology and adapted furniture;
- sensory spaces, regulation areas and intervention rooms that support pupils' individual needs;
- accessible routes throughout the building;
- consideration of lighting, acoustics, visual contrast and other environmental factors that influence learning and participation;
- structured, predictable environments designed in accordance with the school's BridgeWorks approach to promote communication, understanding, independence and emotional regulation.

Accessibility is embedded within the planning, maintenance and ongoing development of the school's estate. We regularly evaluate our facilities, specialist resources and learning environments to ensure they continue to meet the evolving needs of pupils, staff and visitors, and that reasonable adjustments are implemented wherever required to remove barriers to participation.

Section 04

ACCESS TO INFORMATION

Making information accessible. Supporting understanding. Enabling involvement

Riverside Bridge School recognises that accessible communication is fundamental to ensuring that every pupil, parent, carer, member of staff and visitor can participate fully in school life. Information will be provided in ways that are appropriate, understandable and responsive to individual communication needs, removing barriers wherever reasonably practicable.

Where required, information may be provided through:

- visual supports, symbols, photographs and other augmentative and alternative communication (AAC) approaches;
- simplified, adapted or personalised language;
- Easy Read and visual documents where appropriate;
- verbal explanation and supported communication;
- translated materials and interpreting services where appropriate;
- accessible digital information and alternative formats.

The school adopts a Total Communication approach, recognising that different individual access and process information in different ways. Communication methods are adapted to meet individual needs, ensuring that pupils and families can access information, express their views and engage meaningfully in decisions affecting them.

We also support families through our communication platforms and wider family engagement programme, ensuring that communication remains timely, accessible, inclusive and meaningful for all members of our school community

Section 05

WORKING IN PARTNERSHIP

Listening to families. Working collaboratively. Responding to need.

Effective accessibility is strengthened through collaborative working with pupils, families, staff and external professionals. Riverside Bridge School recognises that identifying and removing barriers to participation requires a shared understanding of each pupil's strengths, needs and aspirations.

We work closely with:

- pupils and their families;
- Speech and Language Therapists, Occupational Therapists, Educational Psychologists and healthcare professionals;
- the Local Authority and relevant education services;
- external specialists and support services;
- partner agencies involved in meeting pupils' educational, health and wellbeing needs.

Through effective partnership working, we identify barriers at the earliest opportunity, implement appropriate reasonable adjustments and ensure that support remains personalised, consistent and responsive to changing needs. Accessibility is viewed as a shared responsibility that enables every pupil to communicate, participate, develop independence and achieve positive outcomes.

Section 06

EQUALITY AND INCLUSION

Promoting equity. Removing disadvantage. Supporting belonging.

Riverside Bridge School is committed to promoting equality, removing barriers to participation and ensuring that every pupil has equitable access to education, opportunities and school life. We recognise that accessibility is a fundamental aspect of inclusion and that pupils should not be disadvantaged because of disability, communication needs, medical needs or any other protected characteristic under the Equality Act 2010.

We are committed to:

- promoting equality of opportunity for all pupils;
- removing barriers to learning, participation and achievement;
- making reasonable adjustments to meet individual needs;
- fostering an inclusive environment where every member of the school community feels safe, valued and respected;
- promoting communication, participation, independence and positive outcomes for every pupil;
- ensuring accessibility is considered in curriculum design, the physical environment, communication systems and wider school practice.

Accessibility is embedded within our wider commitment to inclusion, belonging and high aspirations. Through person-centred planning, collaborative working and evidence-informed practice, we seek to ensure that every pupil can participate fully in school life and achieve their potential.

Section 07

CONTINUOUS IMPROVEMENT

Reviewing accessibility. Identifying priorities. Strengthening provision.

Riverside Bridge School is committed to the ongoing evaluation and development of accessibility across all aspects of school life. Accessibility arrangements are reviewed regularly to ensure they continue to meet the evolving needs of pupils, families, staff and the wider school community, and to support continuous improvement in line with the school's strategic priorities.

This includes:

- monitoring pupil participation, engagement, attendance and outcomes;
- reviewing the accessibility of the curriculum, teaching approaches and learning environments;
- evaluating the suitability of the physical environment, specialist facilities and resources;
- gathering feedback from pupils, families, staff and external professionals;
- reviewing the effectiveness of reasonable adjustments and accessibility arrangements;
- identifying priorities through self-evaluation, governance and the School Improvement Plan.

The Governing Board receives assurance that the school continues to meet its statutory duties and that accessibility remains embedded within strategic planning, resource allocation and continuous school improvement. This ongoing process helps ensure that every pupil is able to access learning, participate fully in school life and achieve positive outcomes.

Section 08

ACCESSIBILITY PLAN

Setting priorities. Planning improvement. Measuring progress.

In accordance with the Equality Act 2010, Riverside Bridge School maintains a three-year Accessibility Plan that sets out how the school will continue to improve:

- access to the curriculum for all pupils;
- the physical environment to increase accessibility for pupils, staff, parents, carers and visitors;
- the provision of accessible information through a range of communication methods and formats.

The Accessibility Plan is reviewed regularly by the Governing Board to ensure that it reflects the changing needs of the school community, aligns with the School Improvement Plan and continues to support the school's strategic priorities.

Through ongoing evaluation, investment and collaboration with pupils, families and professionals, Riverside Bridge School is committed to creating an environment where every pupil can access learning, participate fully in school life, develop communication and independence, and achieve positive outcomes. Accessibility remains fundamental to our vision of providing an inclusive school in which every pupil is valued, supported and empowered to thrive.

Section 09

MONITORING AND REVIEW

Maintaining oversight. Reviewing effectiveness. Meeting our duties.

The Governing Board has overall responsibility for ensuring that Riverside Bridge School fulfils its duties under the Equality Act 2010. The Headteacher is responsible for the implementation of this Statement and for ensuring that accessibility remains embedded within strategic planning, school improvement and day-to-day practice. The Statement is reviewed annually alongside the school's Accessibility Plan.

Section 10

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This Statement should be read alongside:

- Accessibility Plan
- Equality, Diversity, Equity and Inclusion Policy
- SEND Policy
- Curriculum Policy
- Positive Support Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Risk Assessment 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