# BRIDESTOWE PRIMARY SCHOOL

# Accessibility Plan 2026-2029

**Headteacher:** Sarah Counter
**SENDCo:** Becky Drew-Hill
**Date Approved:** October 2026
**Review Date:** October 2029
**Review Cycle:** Three Years

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# Introduction

At Bridestowe Primary School, we value each person equally and seek to cultivate respect for one another. Everyone should be given the opportunity to succeed, and we believe it is a fundamental right that each person is supported to reach their potential. Diversity, disability and difference are valued and celebrated by pupils, parents, carers, governors and staff.

## Disability

A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes physical disabilities, sensory impairments, learning disabilities and some medical conditions.

It is important to note that because a pupil has a disability, this does not necessarily mean they have Special Educational Needs.

## Aim of the Accessibility Plan

This Accessibility Plan has been prepared in accordance with the Equality Act 2010 and the SEND Code of Practice (2015).

Bridestowe Primary School seeks to anticipate need wherever possible and make reasonable adjustments to ensure all pupils can fully access the curriculum, environment and wider opportunities offered by the school.

The SENDCo has operational responsibility for SEND and accessibility, working closely with the Headteacher, governors, staff, families and external professionals. This plan will be monitored annually and formally reviewed every three years.

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# The Accessibility Plan Covers Three Areas

## A. Increasing access to the curriculum for disabled pupils

This includes:

- High-quality inclusive teaching.
- Adaptive teaching approaches.
- Appropriate deployment of staff.
- Curriculum adaptation.
- Staff training.
- Access to educational visits and enrichment opportunities.
- Personalised support through the Graduated Response.

## B. Improving the physical environment

This includes:

- Building accessibility.
- Outdoor provision.
- Emergency evacuation procedures.
- Accessible facilities.
- Reasonable adjustments for physical and sensory needs.

## C. Improving the delivery of information

This includes:

- Alternative formats.
- Technology-assisted communication.
- Visual communication systems.
- Accessible website information.
- Communication with families.

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# STRAND A: INCREASING ACCESS TO THE CURRICULUM

| Target | Actions | Resources | Timeframe | Outcome |
|---|---|---|---|---|
| Ensure access to curriculum for all pupils including those with SEND and disabilities | Implement Ordinarily Available Inclusive Provision (OAIP) across all classrooms. Curriculum leaders review accessibility annually. | Staff meeting time and curriculum resources | Ongoing | Pupils can access a broad and balanced curriculum and make good progress from starting points |
| Develop staff understanding of SEND and disability | SENDCo-led training programme covering Autism, SEMH, communication and interaction, adaptive teaching and the Devon Graduated Response | CPD budget | Annually | Staff confidence and expertise increase |
| Ensure staff understand the needs of pupils | SEND register updated at least termly. Pupil profiles and ILPs shared with relevant staff. SEND updates included in staff meetings. | Staff time | Ongoing | Staff understand and respond appropriately to individual needs |
| Ensure robust graduated response | ILPs reviewed termly. Assess-Plan-Do-Review cycle implemented consistently. EHCP Annual Reviews completed within statutory timescales. | SENDCo release time | Ongoing | Provision is responsive and outcomes improve |
| Ensure equal access to educational visits and enrichment activities | Individual risk assessments and reasonable adjustments completed. Additional support provided where necessary. | Staffing costs as required | Ongoing | All pupils participate in trips, clubs and wider curriculum opportunities |
| Promote disability awareness and inclusion | Disability awareness incorporated into PSHE, assemblies and curriculum areas. Diverse texts and resources used throughout school. | Curriculum budget | Ongoing | Pupils demonstrate understanding and respect for diversity |
| Ensure all learners can access homework and home learning | Adaptive approaches used where appropriate and support provided to families | Staff time | Ongoing | Homework accessible for all learners |

| Target | Actions | Resources | Timeframe | Outcome |
|---|---|---|---|---|
| Ensure curriculum enrichment is available to all pupils | Clubs, events and enrichment opportunities planned with inclusion at the forefront | Existing resources | Ongoing | Increased participation for pupils with SEND |

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# STRAND B: IMPROVING THE PHYSICAL ENVIRONMENT

| Target | Actions | Resources | Timeframe | Outcome |
|---|---|---|---|---|
| Maintain accessibility of school buildings and grounds | Annual accessibility audit completed. Accessibility considered within all site developments and maintenance work. | Site budget | Annual review | School remains physically accessible |
| Improve access for pupils with mobility difficulties | Corridors and access routes kept clear. Specialist advice sought where required. | Specialist equipment as required | Ongoing | Pupils can move safely around school |
| Ensure safe evacuation procedures | Personal Emergency Evacuation Plans (PEEPs) developed where required and reviewed annually | Staff time | Annual review | Safe evacuation arrangements are in place |
| Ensure accessibility for parents and visitors | Accessible meeting spaces available. Alternative meeting arrangements offered where necessary. | Existing facilities | Ongoing | Parents and visitors can access school facilities |
| Support pupils with medical needs | Healthcare Plans reviewed annually. Staff training completed where required. Close liaison maintained with health professionals. | Training budget | Ongoing | Pupils with medical needs are safely supported |
| Review outdoor learning environments | Accessibility considered when developing playgrounds and outdoor learning spaces | Site budget | Ongoing | Outdoor learning remains accessible |

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# STRAND C: IMPROVING THE DELIVERY OF INFORMATION

| Target | Actions | Resources | Timeframe | Outcome |
|---|---|---|---|---|
| Make information accessible to all families | Documents provided in alternative formats when requested, including larger print and electronic versions | Administration support | Ongoing | Families can access school information |

| Target | Actions | Resources | Timeframe | Outcome |
|---|---|---|---|---|
| Improve accessibility of communication | Use visual supports, Widgit symbols and accessible resources where appropriate | Existing resources | Ongoing | Improved pupil access to information |
| Ensure website information is accessible | SEND and accessibility information reviewed annually | Administrative time | Annual review | Website remains compliant and accessible |
| Strengthen links with external agencies | SENDCo attends local SEND networks and maintains relationships with specialist services | SENDCo release time | Ongoing | Staff access current guidance and support |
| Improve parental awareness of SEND support | Signpost families to Devon Local Offer, DIAS and other support services | SENDCo time | Ongoing | Parents can access appropriate support and information |

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# Monitoring and Review

The Accessibility Plan will be monitored annually by the Headteacher, SENDCo and Governing Body.

Progress will be evaluated through:

- Learning walks.
- SEND reviews.
- Pupil voice.
- Parent feedback.
- Accessibility audits.
- Provision monitoring.
- Outcomes data.
- Governor monitoring activities.

The plan will be updated in response to emerging needs, changes in cohort, site developments or identified barriers to access.

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**Approved by:** Governing Body

**Headteacher:** Sarah Counter

**SENDCo:** Becky Drew-Hill

**Review Date:** October 2029