



FIRST BRIDGE SCHOOL

Accessibility Action Plan

Written/Reviewed: May 2025
Next Review: April 2026

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This plan is written under the requirements of the Special Educational Needs and Disability Act 2001 and the Equality Act 2010 and sets out the centre's strategy on improving access for disabled children including those with learning difficulties. It covers three aspects:

- increasing the extent to which students with special educational needs and disabilities can participate in the whole curriculum.
- improving the provision of written information to children with special educational needs and disabilities
- improving the physical environment of the centre to increase the extent to which children with special educational needs and disabilities can take advantage of intervention, education and associated services offered by the centre.

First Bridge is committed to meeting the legislative requirements, providing access as defined above and nurturing a culture of inclusion, support, and awareness. The school will not treat disabled less favourably and will take reasonable steps to avoid putting children at a disadvantage in matters of admission and education. See also the centre policies on Equality, Admissions, and Special Educational Needs & Disabilities.

Parents are made aware of this plan and its processes as a part of their initial parent meeting (which usually takes place either before the pupils first day of admission, or on the day of admission), The plan can also be accessed at any time upon request.

The plan is reviewed annually by the Executive Head and Clinical Director. Staff will receive regular training on disability awareness and inclusive practice throughout their employment, beginning with induction and in line with the school's professional development programme, legal obligations under the Equality Act 2010, and the needs of the pupils.

Theme	Factors in place	Strategies	Actions and next steps
Identification of students with barriers to learning	<ul style="list-style-type: none"> • Consultation with the parents, Clinical Leads, Clinical Supervisors, Centre Managers and all relevant staff to gain assessments and feedback on individual students. • Initial suitability needs centre assessment • Follow stipulations in any Education, Health & Care Plan [EHCP], medical and emotional information and any other learning profiles for current students with Special Educational Needs 	<ul style="list-style-type: none"> • Staff are aware of specific barriers to learning of individual students. • Clinical supervisors and group teachers to differentiate teaching delivery to maximise opportunity for learning and targets to be achieved. 	<ul style="list-style-type: none"> • Relationships developed with staff and support through regular supervision. • Staff are trained and given competencies to achieve. • Meaningful performance management aimed at improving expertise and linked to establishing best practice.



	<p>and Disabilities (SEND) and look at same or similar information given on prospective students.</p> <ul style="list-style-type: none"> • Consultation with Clinical Lead any areas of their curriculum which pose difficulties for particular SEND students. • All staff to keep a particular eye on new students to detect any SEND issues not already known about. • Assigned expert ABA programming, supported with the assessment of basic language and learning skills (ABLLs) • Advice and assessment from professionals, e.g. Educational Psychologists, the NHS, Hearing/Visual Impairment Specialists, CAMHS and other medical and emotional support trained individuals. 	<ul style="list-style-type: none"> • Clinical Director's expertise offering advice on how best to support these students, through programmes to maximise progress. • Regular programme assessing and monitoring to ensure support is identified and appropriate interventions are in place. • Adjustments made to teaching methods, as necessary, in order to increase access for all, regardless of additional need. • Specialist support available on a 1:1 basis in order to enhance learning intervention. 	<ul style="list-style-type: none"> • Centre Manager and Admissions team to conduct site tours. • Links with LA to establish EHCP links and quality of information. • Clinical assessments are robust. • Pupil progress monitored and programmes are adjusted to ensure targets are rigorous in the pursuit of positive development. • Well established focus and support for mental health issues.
<p>The delivery of information to pupils with a disability</p>	<p>First Bridge School aims to ensure to pass information on to pupils in a number of ways. The School uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Alternative and augmented communication (AAC) • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Signing • ABA structured communications ethos 	<ul style="list-style-type: none"> • An individual timetable or schedule board can help a child to make sense of his/her day, to remember what to do and to anticipate what will come next. • Reviewing the content of curriculums in order to ensure that it promotes a broad understanding and positive approach to disability in its widest sense. • Ensure that achievements of children of all abilities are recognised and celebrated in equal measure. 	<p>Communication and language skills that improve with ABA therapy include:</p> <ul style="list-style-type: none"> • Requesting desired items. • Naming or describing items in the environment. • Receptive language such as following instructions. • Using alternative modes of communication if needed (e.g., sign language, communication devices). • Reading sight words.



	<ul style="list-style-type: none"> • Repeating, pairing, 'manding', matching • Use of the ABLLs assessment tool <p>Use of IT props/toys/whiteboards, use of gestures and signs with the child</p> <ul style="list-style-type: none"> • Copy the child's sounds and words back to them • Observe and listen to the child while they are playing • Wait and pause for a response when playing together • Give the child time to process information, make a choice or a request • Add simple commentary instead of asking questions. • Use photos and pictures • Sing songs and look at books together • Follow the child's lead • Praise any attempts the child makes to communicate • Parents/Carers are offered a wide range of information sharing and training. • Reports of progress, including parental workshops 	<ul style="list-style-type: none"> • At home a simple schedule board can support routines like going to bed, with pictures of having a bath, putting on pyjamas, brushing teeth, having a story and head on a pillow. 	<ul style="list-style-type: none"> • Engaging in appropriate social communication with peers. • As language skills develop through ABA therapy, noticeable decreases in challenging behaviours are likely to occur as the child is now better able to communicate with those around them.
Improve and maintain access to the physical environment	<p>First Bridge School ensures that the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width allows passage for disabled access • Porch/Hall Entrance space to keep pushchairs/wheelchairs etc 	<ul style="list-style-type: none"> • Daily/Weekly/Monthly environment checks • Fire risk assessment and logbook audits • Health and Safety training and communication to all staff 	<ul style="list-style-type: none"> • Individual plans in place for all disabled students and all staff aware of all students' access needs and/or Personal Emergency Evacuation Plans (P.E.E.P).



	<ul style="list-style-type: none">• Disabled toilets• Library shelves at lower heights• Reviews of the school evacuation plans and any necessary adjustments are made.• Termly checks on effectiveness of fire evacuation procedures to ensure they meet the needs of all• Meetings to give time to review policy and procedures with all necessary personnel.• Annual review of Fire and Safety signage• Ensure PEEPS are relevant and used in case of evacuation	<ul style="list-style-type: none">• Provision of appropriate furniture and/or equipment where necessary for students with disabilities and additional needs• Plan for the purchase of furniture and/or equipment to meet the needs of known students with disabilities based on specialist advice received.	<ul style="list-style-type: none">• As necessary, designated staff to be aware of their responsibilities in case of emergency.• On-going improvements in access to all areas when undertaking routine and maintenance works that considers access for people with specific needs.• Continue to identify areas where access could be improved and investigate if this is practical.• Regular site surveys and audits of the site• All concerns are logged, and plans are formulated for updates where necessary.
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