

approved_Accessibility-Plan-2026

Accessibility Plan

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1. Aims

The aims of this Accessibility Plan are to ensure Clifton Bridge Education continues to work towards increasing

the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan

will contain relevant actions to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of the education, facilities and services provided

- Improve the availability of accessible information for disabled students

At Clifton Bridge Education, we are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

3. Action plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Aim

Current good practice
Include established practice and practice under development

Objectives

Actions to be

taken

Person
responsible

Date to
complete
actions by

Success criteria

Increase access
to the
curriculum for
Students with a
disability

Our school offers a
differentiated curriculum for all
students.

We use resources tailored to
the needs of students who
require support to access the
curriculum.

All staff are
continually trained to
employ quality first
teaching strategies in
the first instance in
response to individual
needs.

The curriculum will be
continually adapted in
response to changing
needs as informed by
the school SENDCo.

SENDCo and
Class Teachers

Ongoing

Students with a disability make expected or better progress.

Curriculum progress is tracked for all Students, including those with a disability.

Targets are set effectively and are appropriate for Students with additional needs.

The curriculum is reviewed to ensure it meets the needs of all Students.

All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable Students.

Plan and deliver bespoke training opportunities with outside agencies when the need arises.

SENDCo and
Class Teachers

Ongoing

Staff are confident in using suggested strategies, Students benefit from an adapted and differentiated

curriculum
appropriate to their
needs.

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Aim

Current good practice
Include established practice and
practice under development

Objectives

Actions to be
taken

Person
responsible

Date to
complete
actions by

Success criteria

As the school grows
in size, continue to
recruit specialist
support staff to
ensure that we have
the expertise and
capacity within the
team to provide the
support that our
disabled Students
require.

Continually review the
needs of our Students
to identify the staff we
require at the next
recruitment phase.

SENDCo

Ongoing

The Learning

Support team is appropriately staffed with people with the right knowledge to support our Students effectively.

PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.

Recommendations from OT and PT services continue to be actioned.

Alternative and adapted equipment to be purchased if necessary.

SENDCo

Ongoing

All Students have the opportunity to access appropriate PE activities.

Improve and maintain access to the physical environment

The environment is adapted to the needs of Students as

required.

This will include:

- Ramps
- Lift

Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.

Collate information from feeder schools and external agencies to ensure that the necessary equipment is purchased.

SENDCo

Ongoing
with each
new cohort

Students will have full access to the physical environment of the school.

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Aim

Current good practice
Include established practice and
practice under development

Objectives

Actions to be
taken

Person
responsible

Date to
complete
actions by

Success criteria

- Corridor width
- Accessibility toilets and changing facilities
- Contrast strips to mark stairs, hand rails and vertical support posts.

Personal evacuation
plans for identified
vulnerable
Students.

Develop Personal
emergency
evacuation plans
(PEEPs) for specific
Students. Support
staff informed of
which Students they
are responsible for in
an emergency
situation. PEEPs
forms are stored with
emergency
evacuation register
held by School office
and brought to the
evacuation point.

SENDCo

In place for
Apl 2026 and

updated
annually

Identified Students
are aware of their
PEEP. Completed
PEEPs in place for
all identified
Students.

Teachers ensure that
appropriate seating
plans are in place to
support Students with
a disability in their
access to each room

Staff are continually
informed of all
Students with a
disability and the
difficulties they may
face with access
within certain rooms.

Teachers
informed by
SENDCo

Ongoing

All identified
Students are seated
appropriately in
rooms to ensure
maximum access
within each room.

To continually
maintain warning
strips on vertical
posts, steps and

All areas both internal
and external to be
included, ongoing
maintenance of
existing warning

Estates Manager
/ Coordinator

April 2026

All Students with VI
are able to navigate

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Aim
Current good practice
Include established practice and
practice under development

Objectives

Actions to be
taken

Person
responsible

Date to
complete
actions by

Success criteria
handrails, to support
Students with VI
fixtures and strips.
Checked and
maintained all year
round.

ongoing
maintenance
successfully around
school safely

Improve the
delivery of
information to
Students with a
disability

Our school will
use a range of
communication
methods to
ensure
information is
accessible. This
includes:

- Large print resources
- Induction loops
- Internal signage

All SEN Students will
have a detailed 'SEN
Support Plan' which
clearly outlines the
differentiated teaching
strategies and
communication
methods that should
be used to help them
to make the progress
they deserve.

Refine SEN Support
Plan through a SEND
review meeting with
parents and Students
to ensure that needs
are clearly identified
and that the right
strategies and

communication
methods are in place.

SENDCo

In place in
October of
each
academic
year and
updated
throughout
the year

Staff will be fully
equipped with the
right strategies to
support Students
with disabilities and
this will ensure that
Students can access
all information
delivered in lessons.

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.
It will be approved by the Clifton Bridge Education Board of Trustees.

5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Management Policy
- Health and Safety Policy
- Equality information and objectives (Public Sector Equality Duty) statement for publication
- Special Educational Needs and/or Disability Policy
- Supporting Students with Medical Conditions Policy

Appendix1: Accessibility Audit

1. Physical Access

Item Issue Green Amber Red Comments

1 Is furniture and equipment selected, adjusted and located appropriately?

Yes, all adjustable furniture will be purchased as required depending on specific needs of any Pupil as determined by specialist support advice.

2 Are pathways and routes logical and well signed? Yes

3 Do you have emergency and evacuation procedures for specific Students with a disability?

Yes

4 Is appropriate furniture and equipment provided to meet the needs of individual Students?

Yes – technology is provided where necessary, as well as height adjusting furniture

5 Do furniture layouts allow easy movement for Students with disabilities?

Seating plans are used to ensure that Students with disabilities are seated appropriately

6 Are quiet rooms/ calming rooms available to Students who need this facility?

Yes

7 Are there barriers to easy movement around the site and to the main entrance?

No

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8 Are steps needed for access to the main entrance?

No

9 Do all those steps have a contrasting edging? N/A

10 If there are steps, is a ramp provide to access the main entrance?

N/A

11 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?

Yes

12 Is it possible for a wheelchair user to get through the principal door unaided?

Yes

13 If no is an alternative wheelchair accessible entrance provided?

N/A.

14 If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?

Yes

15 Do all internal doors allow a wheelchair user to get through unaided?

Yes

16 Do all corridors have a clear unobstructed width of 1.2m?

Yes

17 Does each block have a wheelchair accessible toilet?

Yes

18 Does the relevant block have accessible changing rooms/ shower facilities?

Yes

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19 If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?

Yes

20 Is there a continuous handrail on each internal stair flight and landing?

Yes

21 Do the blocks have a lift that can be used by wheelchair users?

Yes

22 Do you have any sort of mechanical means provided to move between floors? If, yes please state.

Yes a lift

23 Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?

Yes

24 Are non-visual guides used to assist people to use the buildings?

No, this is something that we do not currently have the need for.

25 Could any of the décor be confusing or disorientating for Students with disabilities?

No

26 Is a hearing induction loop available (either fixed

or portable) in the school?

Yes

27 Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)

Yes

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2. Learning Access

Item Issue Green Amber Red Comment

1 Do you provide disability awareness training to enable all staff to understand and recognise disability issues?

Regular training will be provided on SEND, assemblies will be in place to promote disability awareness.

2 Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support Students with disabilities if required?

Regular SEND training will be provided to all staff. Strong relationships exist with local providers e.g. NHS occupational therapists and physio therapists, and training will be provided when there is a need for this.

3 Do all staff seek to remove all barriers to learning and participation?

Yes, this will be evidenced in lesson observations

4 Is teaching and learning appropriately differentiated to meet individual needs so that Students and young people make good progress?

Learning walks and lesson observations ensure that differentiation is embedded in lessons.

5 Are all Students encouraged to take part in music,

drama and physical activities?

Yes, this is part of every students curriculum.

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6 Do staff provide alternative ways of giving access to experience or understanding for Students and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?

All staff have access to detailed profiles of need which outline the adjustments they need to make to allow access for individual Students. Alternative PE activities are provided for Students who need them though adult support in PE lessons.

7 Do all staff recognise, understand and allow for the additional planning and effort necessary for Students and young people with disabilities to be fully included in the curriculum?

Differentiation for Students with SEND is considered as part of a lesson plan and seating plans account for Students with disability. Lesson observations and SEN monitoring quality assure that this is taking place in lessons.

8 Are all staff encouraged to recognise and allow for the additional time required by some Students with disabilities to use equipment in practical work?

Yes

9 Do you provide access to appropriate technology for those with disabilities?

Any specialist equipment is secured where necessary and is dependent on need.

10 Are school visits, including overseas visits, made accessible to all Students and young people irrespective of attainment or disability?

All Students are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed.

11 Do you ensure that all school staff are familiar with

technology and practices developed to assist people with disabilities?

All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary.

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3. Information Access

Item Issue Green Amber Red Comment

1 Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed format?

Teachers will work with support staff and external agencies to differentiate resources to include symbols, visual aids and simplified language where necessary.

2 Do you have the facilities such as ICT to produce written information in different formats?

Yes

3 Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?

We will provide information on everything that we do as a school to support Students with a disability.

In order to ensure that this information is communicated in the correct way for those with disability, we will hold regular parent and pupil evenings to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of.