BRIDGEWATER SCHOOL

WORSLEY, MANCHESTER

M28 2WQ

DISABILITY AND ACCESSIBILITY POLICY

SCOPE: This policy covers all pupils attending Bridgewater School, including those in EYFS and any using the school's Early and Late Clubs.

This policy has been created to meet the requirements of the Disability Discrimination Act (1995) and the SEN and Disability Act (2010, amended January 2015)

Bridgewater School aims to offer the highest quality of teaching and learning to support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life. This policy clarifies our position with respect to those with disabilities, including learning difficulties and should be read in association with the school's SEND policy.

We are committed to ensuring that all pupils and prospective pupils are treated equally, as stated in our Equal Opportunities Policy.

We will address this through appropriate actions, including the following:

- Make written materials available in alternative formats, e.g., large print and coloured paper, electronic resources and modified resources as required by pupils' needs.
- Seek advice on appropriate colour schemes to benefit visually impaired pupils, e.g., contrasting colour on edges of steps, handrails in different colours to walls, and consider the best colour and texture for any ramps fitted
- Review the improvement of wheelchair access throughout the School, providing ramps where necessary.

At the same time, we will continue to address the needs of disabled pupils by:

- Applying a continuing programme of staff training on high quality teaching in the classroom
- Ensuring that all future building projects address the needs of people with disabilities with respect to access and safe routes of travel.
- Ensuring provision for pupils requiring reasonable adjustments and special consideration in Public and School examinations
- Producing and applying individual PP's (Pupil Profiles) for pupils identified as having additional learning needs.

However, the School recognises that many features of its buildings, particularly the small classrooms, narrow corridors and flights of steps in the main building, pose particular problems for pupils with impaired mobility.

This Policy and the associated action plan will be reviewed annually.

Reviewed by the Head Teacher and Senior Management Team – October 2026

Policy approved by:

J.A.T. Nairn

JAT Nairn
Head Teacher & Designated Safeguarding Lead

K Mort

K Mort
Chair of Governors & Safeguarding Governor

Accessibility Plan

Improving Access to the Physical Environment

	Targets	Actions	Timescale	Responsibilities	Outcomes
2021-2022	Ensure that access to the school buildings and facilities can meet diverse pupil need	• Clearer signage to enable awareness of site and allow independent access.	December 2021	• Site Manager • FD • CS	Access to the school buildings and site improved. Completed December 2021
2021-	New Pupils with identified disabilities to visit prior to starting school for a 'walk the site' with the Assistant SENCo/Head of Learning Support or member of the SMT to check for any adjustments needed. EG additional/extra markings for visual impairments.	• Add this process to the admissions process • Ensure pre admission walk around is arranged and outcomes passed to Site Manager/Bursar • Stickers and notices can be added to windows and doors as necessary. • Corridors are painted in colours that would assist	Ongoing	• JATN • FDT	Smooth transition for new starters with disabilities.

	Targets	Actions	Timescale	Responsibilities	Outcomes
		students with visual impairments • Stairways are marked with strips to prevent slips and falls. • Lifts are accessible in the senior and sports buildings. • Coded lock system on appropriate doors with larger keypads for pupil and staff with motor difficulties if needed.			
2021-	Ensure parents with a disability have every opportunity to fully access the school site and be fully involved in school life across the sites/buildings.	• Provision of ramps around the school, disabled toilet access, utilize disabled parking spaces to for drop off	Ongoing	• Bursar	Parents having access across the whole site enabling them to fully engage in school life.

	Targets	Actions	Timescale	Responsibilities	Outcomes
		and collection of children. • Areas to be ramped for wheelchair access and doorways are of suitable width.			
2026-2027	Introduce a portable microphone and hearing loop system in the Sports Hall Building.	• Install a portable loop system with the Sports Hall Building to provide flexibility to move between the main hall and the Drama Studio. This will assist anyone with a hearing impairment.	Planned install for Summer 2027	• Bursar	Successfully provide an assistive listening system in the Sports Hall
	To fit an Evac chair to the staircase in the Prep Hall Building	• Install an Evac chair to the staircase in the Prep Building	Planned install for Summer 2027	• Bursar	To ensure smooth staircase descent in an emergency evacuation in the Prep Building.

Improving Access to the Curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
2021-	Continuing support for subject staff to enable them to identify, refer and differentiate for students with additional needs	• Continue inset and Wednesday pm INSET sessions for staff- identified training based on staff SEND audits from 2020-21 (COVID delay) • Refine and review SEND procedures	Ongoing-	• CH • SW and KC • MB	• Raised confidence in staff strategies to support their students and increased student self-esteem and involvement •
	Ensure all staff aware of and use Pupil Profiles and Health plans effectively.	• Continued use of Pupil Profiles/ health Care plans for students with medical/additional needs • Pupil meetings to ensure support working • Lesson observations •	Ongoing	• CH • SW and KC • All staff	• All staff aware of needs and proactive in supporting students, seen through observations and student feedback/ results.
	Increase early identification and intervention for students with	• Review of MIDYis results to identify students in need of	Ongoing-	• CH • PT • SW and KC	• Early intervention to help those students in

	Targets	Actions	Timescale	Responsibilities	Outcomes
	disabilities/additional needs	further assessment for possible SPLds. • Review of intervention across the school			need and early identification of need
2022-	Continued staff development in SENDs	• Continued INSET for staff	Ongoing	• CH	• Increased staff confidence in helping students with SENDs • New audit to see if confidence and staff training needs have changed.
	Research increase use of assistive technology where needed, such as reader pens and talk to text software	• Trials of key software with students • New exam reader pens ordered	Ongoing individual trials with students	• CH • PT	• Increased confidence in use of assistive technology and impact on self-esteem and attainment.
2023-	Improve laptop access during exams- laptops need updating	• Purchase of additional laptops	Ongoing		

	Targets	Actions	Timescale	Responsibilities	Outcomes
2024 –	Ensure consistent access to internet for laptop users – needed to access resources during lessons		Ongoing		

Improving Access to information

	Targets	Actions	Timescale	Responsibilities	Outcomes
2020 -	Continue equal access to entrance exams for candidates with identified disabilities.	• Access to specialist reports before exams • Extra time/ coloured paper/ laptop provided where need identified and NWOW. • Contact with home prior to exam to ensure needs met in exam.	Ongoing	• CH • MB	• Completed Access Arrangements in place by the end of Year 10 and recognised and logged as students NWOW.
	Review information to parents/guardians to ensure accessible	• Identify any access needs with parents on entry to school • Review of	Ongoing	• CH • FDT • CS	

	Targets	Actions	Timescale	Responsibilities	Outcomes
		letters home to ensure access to all. E.g. electronic so they can be enlarged. Paper copies available if electronic access difficult			
	AA arrangements- continue to ensure all students with additional needs and difficulties have exam access arrangements needed in place.	• Retesting from Year 10 so within JCQ guidelines • Ensure access arrangements are established as NWOW	Ongoing	• CH • MB	• Completed Access Arrangements in place by the end of Year 10 and recognised and logged as students NWOW.
	Ensure all policies consider the implications of Disability Access	• Consider all policies in view of targets 1, 2 and 3 • Ensure policy is linked to DDA policy.	Ongoing	• SMT	• Access to all aspects of school life for all pupils.
2022-	Increase student awareness of their own preferences and	• Increase Pupil SEND meetings to	Ongoing	• CH • PT	• Pupil feedback and increased independence

	Targets	Actions	Timescale	Responsibilities	Outcomes
	learning styles	discuss what works/doesn't work for them. • Study skills support where needed through SEND department- expand out to more students.			of students.
2024-	Pupil Voice opportunities and Pupil Leadership opportunities	• EDI Ambassadors established. • Promotion of diversity and inclusion within school	Ongoing	• CH	