

The 3-18 Education Trust

Bridgnorth Endowed School

Accessibility Plan

‘Every individual is in a great school.’

Approved: Summer Term 2025
Review: Summer Term 2028

www.3-18education.co.uk



Our Mission

To celebrate the diverse nature, culture and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust

101 Longden Road
Shrewsbury
SY5 8PY

Company Number: 08064698

Plan Monitoring and Review

Monitoring

The Chief Executive Officer will monitor the outcomes and impact of this plan on an annual basis.

Review

Member of Staff Responsible	Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010 . The Key SEND trust lead
Date of Plan	Summer Term 2025
Review Period	3 years
Date of Next Review	Summer Term 2028

This plan is divided into two sections.

Section 1: Is common to all schools in The 3-18 Education Trust. In this plan, Section 1 refers to the purpose and scope of the plan, along with our values.

Section 2: Refers to the detail of how the plan is implemented at Bridgnorth Endowed School. Given the accessibility plan is highly contextualised based on the intake and infrastructure, Section 2 indicates the constraints and opportunities of accessibility, along with the required Action plan.

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Section 1:

Purpose, aims and scope of the Accessibility Plan

- 1.1. Schools and Academy Trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability.
- 1.2. The purpose of the Accessibility Plan is to show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- 1.3. The Accessibility Plan outlines the aims of the schools to enable access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:
 - Increasing the extent to which pupils with disabilities can participate in the school curriculum.
 - Improving the physical environment of the school to increase the extent to which pupils with disabilities can access facilities
 - Improve the availability of accessible information to pupils with disabilities.
- 1.4. The Trust also aims to inform staff, governors, and parents/carers about the previous and ongoing efforts to make the schools and their curriculum accessible for all students, enabling their participation in the school curriculum. When new students enrol who have needs relevant to this plan, their requirements will be assessed in accordance with this plan.
- 1.5. The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6. The Accessibility Plan complements and supports the Equality Information & Objectives Policy and the SEND Policy. Further reference can be made to policies on behaviour, risk assessment, health and safety, supporting pupils with medical conditions, SEND and the school development plan.

2. Trust principles and values

- 2.1. The Trusts mission is that every individual is in a great school and the vision for the students is that they leave accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.
- 2.2. The 3-18 Education Trust is committed to ensure the accessibility of its schools for pupils, staff and stakeholders. The Equality Act 2010 legislation means that schools cannot unlawfully discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation. (See Equality Information & Objectives Policy)
- 2.3. The Trust aims to provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking

positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each school.

3. Definition of Disability

- 3.1. A person has a disability 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 carry out normal day-to-day activities.
- 3.2. 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'.

Accessibility Audit and Actions Document

The Accessibility Audit and Actions Document relates to the physical, learning and information accessibility of the School, which remains the responsibility of the governing committee. It may not be feasible to undertake all of the works identified during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Process:

The Accessibility Audit and Actions document will be completed by relevant staff and shared with the local governing committee. This document will inform the school-specific plan within the Accessibility Policy

The Accessibility Policy and Plan will then be published on the school website.

The Accessibility Plan will be monitored through the Local Governing Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by key staff including:

- **The Governing Committee**
- **Head Teacher**
- **SENDCO**
- **Business Manager**

A plan of the school buildings is kept in the school office with this plan.

Written by: ***** (Headteacher) and Senior Leadership Team.

Date: September 2025

Review Date: September 2026

Physical access audit and plan					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?				
2	Are pathways and routes logical and well signed?				
3	Do you have emergency and evacuation procedures to alert all students?				
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				
5	Do furniture layouts allow easy movement for students with disabilities?				
6	Are quiet rooms/calming rooms available to children who need this facility?				

7	Are car parking spaces reserved for disabled people near the main entrance?				
8	Are there any barriers to easy movement around the site and to the main entrance?				
9	Are steps needed for access to the main entrance?				
10	Do all steps have contrasting edging?				
11	If there are steps, is a ramp provided to access the main entrance?				

Item	Issue	Yes	No	N/A	Action
12	Is there a continuous handrail on each ramp and stair flight and landing.				
13	Is it possible for a wheelchair user to get through the principal door unaided?				
14	If no, is an alternative wheelchair accessible entrance provided?				
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?				
16	Do all internal doors allow a wheelchair user to get through unaided?				
17	Do all the corridors have a clear, unobstructed width of 1.2m?				
18	Does each				

	corridor/block/building have a wheelchair accessible toilet?				
19	Does the relevant block have accessible changing rooms?				
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?				
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?				
Item	Issue	Yes	No	N/A	Action
22	Is there a continuous handrail on each internal stair flight?				
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.				
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?				
25	Are non-visual guides used to assist people to use the buildings?				
26	Could any of the décor be confusing or disorientating for students with disabilities?				
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				

28	Is a hearing induction loop available (either fixed or portable) in the school?				
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Learning access and audit					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with physical disabilities if required?				
3	Do all staff seek to remove all barriers to learning and participation?				
4	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress?				

5	Have staff had suitable training on adaptive teaching strategies underpinned by evidence such as The EEF?				
5	Are all children and young people encouraged to take part in music, drama and physical activities?				
6	Do staff provide alternative ways of giving access to young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				
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?				
9	Do you provide access to appropriate technology for those with disabilities?				

Information access and audit plan					
Item	Issue	Yes	No	N/A	Action
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 information?				
2	Do you have the facilities such as ICT to produce written information in different formats?				
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?				

4	Do you have ways of easily translating text into other languages?				
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Section 2: School Specific

Physical Assessment of premises Implementation responsibility

Accessibility at Bridgnorth Endowed School				
Target	Target: (How is this achieved and actions both short and long term)	Time scale for actions	Lead	Success criteria – outcomes
Aim 1: Increasing the extent to which pupils with disabilities can participate in the school curriculum				
Teachers continue to develop skills to support the students who have differing disabilities	<p>Liaison between outside services and SENDCO, disability information disseminated to relevant staff.</p> <p>SENDCO arranges staff training involving information on individual students and conditions including speech & language, ASD support, physical disabilities etc.</p>	<p>Beginning of each term or as soon as possible when children join the school mid-term.</p> <p>CPD organised prior to the academic year in collaboration with SLT. Reactive CPD is arranged and delivered as soon as a</p>	SENDCO	Teachers and support staff aware of student disability and have a greater understanding of disability issues, including those specific to the students that are in attendance.

	<p>SENDCo ensures that new staff have appropriate information and training opportunities.</p> <p>Learning support staff are available to support and mentor students throughout break and lunchtimes and through homework club every evening of the week.</p> <p>All students on the SEND register also have a Person Centred Plan (PCP) that includes details of the needs and guidance on how these can be met in the classroom.</p> <p>Liaison with external agents (e.g. occupational therapy or sensory inclusion) to ensure that the right equipment is sourced specific to a students' needs SENDCO to ensure appropriate external exam access arrangements have been made.</p>	<p>need is identified.</p> <p>Staff rotas and timetables are agreed prior to the beginning of the academic year to ensure adequate staffing.</p> <p>Plans are reviewed and updated termly, adjustments for students are communicated to key adults each term.</p> <p>SENDCO ensures that equipment is sourced prior to the beginning of the academic year, or as soon as possible for students</p>		
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	<p>Sensory advice and guidance is followed for individuals as directed by external agents.</p>	<p>transferring mid-term. Subject areas to feedback to SENCO/ Inclusion Support Coordinator if any specialist equipment is needed for students in that lesson. Subject leaders and teachers to monitor internal exam access is in line with those outlined by the external assessments.</p> <p>Plans are written for students and distributed to teachers prior to the beginning of the academic year, or as soon as possible for students</p>		
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		transferring mid-term.		
Appropriate and timely identification of need to ensure that support is selected at the earliest opportunity and implemented effectively	<p>Pupils are assessed using baseline testing; CAT4, Maths and English baseline assessment, Accelerated Reader testing and phonics screening.</p> <p>Pupils who show as working at below expected levels are highlighted and discussed alongside children on the SEND Register with SEND Team and Heads of Faculty to determine the level of support. Tutors are given details of their tutees and plan is written in conjunction with the student and parent voice. Tutors share plan details with parents and encourage feedback.</p> <p>Teachers have opportunity to raise 'first concerns' for children not yet identified, through the 'First</p>	<p>At the beginning of the academic year or as soon as possible for students joining mid-term.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Assistant Head for Teaching and Learning, SENDCO, Heads of Faculty and Literacy Lead.</p>	<p>Students are able to work on improving their literacy and numeracy to support in all subjects areas across the curriculum.</p> <p>All students are able to access the curriculum in full and make the best possible progress.</p> <p>Intervention targets achieved and pupils show progress in all areas.</p>

	<p>Team Around the Child Meetings ensure that information is shared effectively.</p> <p>SENDCO maintains regular communication and good working relationships with all external agencies to ensure that our understanding of access to resources is up to date, i.e., Speech and Language, Educational Psychologist, Hearing Impairment Team, ASD advisory teacher, Social Care Team, Virtual Schools and EHCP Team.</p>			
Data is monitored effectively to ensure that support is reviewed and adjusted effectively.	<p>Regular data analysis including analysis of the attainment and progress of different 'groups' within the school to assess progress in line with targets and age-related expectations.</p> <p>SENDCO and Teaching and Learning teams review information to ensure that children being monitored are continually reviewed and plans are appropriate.</p>	Ongoing	Assistant Head for Teaching and Learning, SENDCO, Heads of Faculty and Literacy Lead.	<p>Students make expected progress and achieve the best possible outcomes.</p> <p>Gaps in progress between SEND, disadvantaged and other identified groups are narrowed.</p>

Emergency evacuation procedures take account of the needs of students with disabilities.	<p>Students are identified and appropriate planning including staff responsibilities have been established.</p> <p>PEEP's are in place for each individual student identified.</p> <p>No student with physical disability accesses first floor classrooms without confirmation that they can evacuate using the staircases in times of emergency evacuation – otherwise lessons are timetabled on ground floor.</p>	Prior to the beginning of each academic year, reviewed as needed.	<p>SENDCO</p> <p>TA's</p> <p>Director of business & finance</p> <p>Teaching staff</p>	<p>Identified students are safe and have a clearly recognised PEEP in place to meet their individual needs in case of any emergency evacuation situation.</p> <p>Staff are able to assist in an efficient evacuation procedure.</p>
All out-of-school activities allow for the participation of all students.	<p>All out-of-school activities, including off-site trips will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>Teachers identify any potential barriers to inclusion and any adaptations needed to overcome them.</p>	Ongoing	<p>Trip leaders and administrators.</p> <p>Senior Leaders.</p>	All students are included in extra-curricular activities which help to develop confidence, social skills and resilience.

	<p>Trip leaders complete rigorous screening documents to ensure that consideration has been given to making trips accessible and adjusted for students with additional needs. Senior leaders review trip planning to ensure compliance and appropriate measures have been taken.</p>			
<p>To ensure students (and staff) with hearing impairments have access to the curriculum</p>	<p>Staff trained in use of hearing aide equipment using support from external agency professionals, i.e. Teacher of the Deaf.</p> <p>Staff remind students to provide, and charge equipment. Processes are practiced with students with key adult support at the beginning of the year. Regular feedback is obtained through teaching staff to ensure that any issues are resolved quickly.</p> <p>Speech reinforced with visual back-up print, pictures, concrete materials.</p>	Ongoing	SENDCO, Key HI staff member, Medical Officer	Students with HI are able to successfully access all lessons and make appropriate progress throughout the year.

	<p>Consideration of rooming for students with more profound hearing loss.</p> <p>Liaise with Sensory Inclusion Service through an identified key staff member, weekly scheduled update meetings and agreed routes of ongoing reactive communication.</p>			
To ensure students (and staff) with visual impairments (VI) have access to the curriculum	<p>Staff informed of students with a VI and provided with regularly reviewed students support plans including advice from external agencies.</p> <p>Sensory Inclusion Service will regularly provide assessments on the pupils and feedback any changes to the needs of the student. Updates are communicated through Team Around the Child Meetings and through student support plans.</p>	Ongoing	SENDCO, Medical Support Officer	Students with VI are able to successfully access all lessons and make appropriate progress throughout the year.
To continue to explore the use of new technologies to support students with	To investigate with teachers, parents, students, and specialists the value and potential of new technologies (including iPad, exam	Ongoing	SENDCO, Teaching and Learning Leads, Literacy Lead, Senior Leaders	Students are able to access the curriculum and develop some independence skills through the use of assistive technology.

SEND in accessing their learning.	pens) to support students with SEND in accessing their learning.			
Aim 2: Improving the physical environment of the school to increase access to education for pupils with disabilities				
Level access to ground floor facilities are monitored.	Site inspections are carried out to ensure that all entrances are accessible and any remedial work carried out effectively.	Termly	Premises Team	No restrictions to entrance and exit of any building on the school site.
A no cost curriculum planning solution to provide classroom accessibility to students with disabilities is applied.	Timetables are modified where necessary so that a particular teaching group can be located in rooms with easy access. Lift access to areas where departments are concentrated upstairs.	Timetables reviewed prior to the beginning of the academic year and reviewed as needed.	SENDCO, Timetabler, Heads of Faculty	Students with disabilities have full access to teaching areas because, for example they are located on the ground floor.
Appropriate furniture / equipment is provided for students with disabilities where necessary	DBF plans for the purchase / provision of furniture / equipment to meet the needs of known students with disabilities after meeting with SENDCO. SENDCO liaises with external agencies where needed to ensure appropriate funding is secured.	Prior to the beginning of the academic year and as and when needed.	SENDCO, Director of Business & Finance	School is able to respond rapidly in providing appropriate furniture / equipment.
Aim 3: Improve the availability and delivery of accessible information to pupils with disabilities.				

Curriculum learning is more accessible to students with high needs or disabilities and at home.	<p>Enlarged written communication with home.</p> <p>All school / home communication is available electronically and in audio format.</p> <p>Online learning programmes are available for students who meet the criteria for home-learning to ensure that gaps are kept to a minimum. Access is arranged and information as to how to access and utilise the resource is shared with parents and carers through the SEND team.</p> <p>Additional online resources are shared with parents for students with additional needs to support with homework and ongoing intervention.</p>	Ongoing	SENDCO, Safeguarding and Attendance Manager	<p>Gaps for students with additional needs or barriers to attendance are minimised.</p> <p>Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats.</p>
To differentiate work to ensure all students are able to progress in their learning.	Focus on whole-school development plan for all departments to improve / adapt resources to allow for differentiation and personalisation of students work.	Ongoing	SENDCO, Assistant Head for Teaching and Learning, RADY Champion	SEND barriers are minimised and gaps between identified groups and the rest of the school are narrowed. SEND students make positive progress.

	Adaptive teaching CPD is provided alongside ongoing CPD for identified areas of need and SEND categories to ensure that teachers are best able to plan and develop lessons accordingly.			
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