



Accessibility Plan

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

1. Vision Statement

Three Bridges School is committed to creating an inclusive learning environment where learners with a range of special educational needs and disabilities (SEND), which include those who have a diagnosis of autism spectrum disorder (ASD) or other associated conditions and other co-occurring needs can thrive. This action plan sets out practical steps to remove barriers, provide targeted support, and ensure equal access to education.

2. Action Plan Table

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Curriculum	Ensure learning is accessible for all learners with special educational needs and disabilities, which include those	Provide lesson materials in multiple formats (print, digital, audio). Use dyslexia-friendly resources and strategies e.g.,	Assistant Principal (Curriculum and Education) Teachers	Review Summer 2027	Lesson observations/ learning walks show use of SEND/ASD-friendly strategies.

	who have a diagnosis of autism spectrum disorder (ASD) or other associated conditions.	fonts and layouts. Allow flexible assessment (oral, extended time, alternatives). Enrichment programme Qualification offer and exam plans	SENDCo		Learner progress data improves.
Teaching Strategies	Embed evidence-based SEND/ASD approaches and strategies across school.	Deliver annual staff training plan. Promote multi-sensory teaching methods. Provide guidance on scaffolding reading and writing tasks. Bespoke and individual learner plan. Identify and implement interventions and adaptations	Assistant Principal (Curriculum & Education) Teachers SENDCo	Review summer 2027	Qualified teaching staff, with the skills and competencies for their role. Consistency seen across learning spaces. Bespoke and individual learner plans are effective.
Physical Environment	Create a supportive learning environment which meets SEND. This includes: One floor plan (no upstairs) in main building and block.	Quiet breakout spaces are managed to meet needs of learners. Use clear signage with high-contrast fonts. Reduce learning space	Property Manager SLT Teachers	Year Review Summer 2027	Therapists' assessments and individual plans. Observations confirm accessible environments.

	Downstairs floor for learners in Discovery Village. Ramps at external doors to enable wheelchair access. Wide corridors which are accessible throughout main building. Larger rooms Discovery village with movable equipment/ furniture and resources. Learning spaces created and resources to meet learners' complex needs, e.g. physical and medical. Accessible toilets. Shower facilities in block and Discovery Village. Low level shelves Desks of differing heights Chairs of differing heights. Lighting considers sensory needs.	clutter and provide visual timetables. Make good use of outside spaces. Outside learning kits available for all learning groups. Sensory resources in learning spaces to meet sensory needs, as advised by Occupational Therapists.			
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	Sensory areas and resources are provided. Safe rooms and break-out areas are provided. Quiet calm spaces. Wellbeing hub. Outdoor play equipment.				
Technology and Resources	Provide assistive tools to support literacy.	Introduce text-to-speech and speech-to-text software through google learning spaces. Apps used as advised by Speech and Language therapists to meet communication need, AAC devices implemented effectively where required by individual learners. Provide audiobooks and digital textbooks. Use reading overlays and rulers. Implement advice provided by speech and language therapist - Dyslexia support Each learner has own Chrome book. SMART screens	SLT Assistant Principal (Curriculum & Education) Teachers SENDCo	Review Summer 2027	Learners demonstrate increased independence. Usage logs show uptake of technology. Individual communication assessments and plans are effective.

Learner Support	Empower learners to engage with their learning.	Further develop individual support plans. Involve learners in setting learning goals, having ownership of their learning. Offer mentoring or peer-support. Wellbeing Collective implementation	SLT SENDCO Teachers / Tutors Learning Support Assistants	Review summer 2027	Learner voice feedback shows confidence. Personalised targets met. EHCP reviews
Family Engagement	Build strong partnerships with parents/carers.	Use a range of communication methods to ensure information is accessible. This includes: • External and Internal signage • Large print resources • Braille option • Visual support e.g., Makaton • Pictorial or symbolic representations e.g., Widget, Apps and AAC • Website information • Telephone • Text • Teams/zoom • Face to face conversations	SENDCO Parent / Carer Lead Teachers	Review Summer 2027	Increased parental confidence and engagement. Positive feedback from parents.

		• Parent/carer group meetings. • Newsletters • Open Events • Surveys • Email Hold information evenings on a range of relevant subjects which support learners needs e.g., online safety. Share resources and home strategies. Provide regular progress reviews and parent consultations. Parent group meetings.			
Policy and Monitoring	Ensure SEND and all relevant policies includes accessibility. Accessibility is embedded in school policies, processes, and practices.	Review curriculum, assessment, and inclusion policies. Review all lead roles Annual review of plan with central office team.	SLT, Central Office All staff – good practice	Review Summer 2027	EDI, Wellbeing, Sustainability, IT lead- supporting learners voice is effective in their role.

3. School Improvement Plan Objectives:

Quality of education - To ensure learners holistic development and lifelong success. Enabling all learners to achieve Preparing learners for further education, opportunities academic success and the development of the required skills, resilience, and social competencies to thrive in adulthood. and active participation in society. Further developing an education system that prioritizes both academic achievement and personal growth, leading to empowered, capable learners ready to contribute positively in their communities.

Personal Development: To develop empowerment for independence and fulfilment. Equipping learners with the skills, knowledge, and confidence they need to lead independent, fulfilling lives. Encompassing social skills, emotional well-being, life skills, and career readiness, while promoting self-advocacy, self-management and community engagement and contribution.

To foster and cultivate positive behaviour and resilient attitudes for lifelong success that will support learners in their personal, social, and academic lives. Developing social interactions, emotional regulation and competence, and self-advocacy, preparing learners for successful engagement in their communities, future endeavors and life challenges.

To consistently promote and lead an inclusive and supportive educational environment that empowers every learner to achieve their full potential. Ensuring a culture where all members feel valued, supported, and motivated to succeed and which reflects a commitment to inclusivity, high standards of education, and the holistic development of all and further developing a team of strong and influential educators

4. Monitoring and Review

- Reviewed by: Senior Leadership Team.
- Frequency: Annually (with mid-year progress checks).
- Stakeholder Involvement: Learners, parents/carers, staff, Melrose central office, and School Community Board (SCB)
- Evaluation Methods: Surveys, learner progress data, learning space observations, feedback from families.