



The St Marylebone CE Bridge School
A Special Free School for pupils with Speech, Language and
Communication Needs
Herries Street, London W10 4LE

ACCESSIBILITY POLICY & PLAN

Committee:	Finance and Premises
Staff member:	Kate Miller
Last reviewed:	March 2025
Review cycle:	Three years
Required to publish on website?	Yes
Statutory:	Yes

1. Introduction

This Accessibility Plan has been drawn up in accordance with the Equality Act 2010 and the Disability Discrimination Act (DDA) 1995, as amended by the Special Educational Needs and Disability Act (SENDA) 2001. It sets out how St Marylebone CE Bridge School (SMBS) aims to reduce and eliminate barriers to access to the curriculum, physical environment, and information for all stakeholders, with a specific focus on pupils with speech, language, and communication needs (SLCN).

Aligned with our Christian ethos, we are committed to creating an inclusive environment that celebrates diversity and provides equal opportunities for all pupils to succeed and thrive.

This plan will be monitored by the Governing Body and reviewed every three years or more frequently if significant changes occur.

2. School Context and Vision

SMBS is a special free school dedicated to supporting pupils with SLCN. Accessibility challenges include ensuring communication is supported through visual aids, colour-coding, and alternative methods of interaction beyond written and spoken language. Our commitment to inclusion extends to ensuring that:

- All physical spaces meet the needs of pupils with sensory and mobility challenges.
- Clear signage, colour-coded navigation, and adjustable seating or table height are provided throughout the school.
- Quiet spaces are available for pupils with sensory needs.

3. Accessibility Objectives and Actions

Objective 1: Increase Access to the Curriculum

Actions: Continue adapting lessons using standardised data (e.g., reading ages, Blanks levels, maths abilities) and multi-sensory approaches. Provide additional training for staff on new SALT strategies.

Responsibility: Teachers, SLT, SALT Team

Timeline: Ongoing; Termly for CPD

Success Criteria: Pupils' engagement and attainment show consistent improvement. Staff feedback and lesson observations demonstrate increased confidence and skill.

Objective 2: Improve the Physical Environment

Actions: Maintain existing sensory-friendly spaces and review for potential improvements. Ensure quiet spaces and resources are effectively used for pupils requiring sensory regulation. Conduct accessibility check-ins to identify additional areas for improvement, particularly for new pupils.

Responsibility: Facilities Manager, SENCO, Pastoral Team

Timeline: Annual review; Ongoing

Success Criteria: The review confirms no barriers to physical access. Pupil behaviour and feedback indicate the effective use of these spaces.

Objective 3: Enhance the delivery of Information

Actions: Develop larger-print resources where necessary and increase the use of visuals and colour coding. Provide updates to parents on accessibility initiatives. Explore partnerships with external agencies for creating alternative communication formats (e.g., audio materials).

Responsibility: Teachers, Admin Team, SLT

Timeline: By July 2025 for resources; Termly for updates

Success Criteria: Surveys confirm improved accessibility of communication materials. Parent surveys reflect satisfaction with communication.

4. Engagement and Monitoring

Stakeholder Input:

Communication with parents, pupils, staff, and governors ensures that accessibility needs are identified and addressed. The latest Parent Survey (2024) highlighted 87% satisfaction with

school communication and engagement. Feedback from external specialists, such as OTs and educational psychologists, is sought to refine accessibility approaches.

Monitoring Mechanisms:

Reviews by SLT and site manager to assess progress against the action plan.

Annual accessibility audits are conducted by the Facilities Manager and SENCO.

Feedback is gathered via parent and pupil surveys, focus groups, and staff appraisals.

5. Strategic Priorities

Mental Health Support:

SMBS offers a range of mental health resources, including art and drama therapy, trauma-informed practices, and adapted timetables. These initiatives ensure that pupils' emotional well-being is prioritised. Regular reviews of therapy effectiveness and increased opportunities for pupils to access group or one-to-one sessions.

Extracurricular Access:

Close collaboration with the OT ensures pupils can participate in extracurricular activities with individualised support as needed. Participation rates among pupils with accessibility needs should be monitored, and any barriers should be proactively identified and addressed.

6. Compliance and Review

This plan complies with statutory requirements under the Equality Act 2010 and SENDA 2001. It is a standalone document reviewed every three years by the Governing Body, with interim updates as necessary.

7. Links with Other Policies

This Accessibility Plan should be read alongside the following policies:

- Equality Information and Objectives
- SEND Policy
- Behaviour Policy
- Health & Safety Policy
- Supporting Pupils with Medical Conditions Policy