1. Vision and Aims

1.1 Accessibility Statement

Bedwell Primary School is committed to meeting the needs of all pupils, including those with disabilities. We are committed to promoting equality of opportunity and fostering a climate of inclusion and respect, irrespective of pupils' physical, cognitive, sensory or communication needs. We aim to remove barriers to learning and participation and to promote positive attitudes towards disability in line with the Equality Act 2010 and the school's duties under the Public Sector Equality Duty (PSED).

We recognise our legal duty to make reasonable adjustments and to provide an Accessibility Plan that will improve accessibility for current and future pupils over time. This policy reflects a proactive stance, anticipating potential barriers and planning effectively to ensure access for all.

1.2 Aims of the Accessibility Policy

The aims of this policy are to:

- Ensure all pupils, including those with disabilities, have access to a rich and broad curriculum.

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education and associated services.

- Improve the availability of accessible information to disabled pupils and their families.

- Promote a culture of inclusion, awareness and respect across the school community.

- Comply with the duties under the Equality Act 2010.

2. Legal and Statutory Framework

2.1 The Equality Act 2010

The Equality Act 2010 unifies and replaces existing equality legislation, including the Disability Discrimination Act (DDA). The Act places a statutory duty on schools to:

- Not discriminate against, harass or victimise pupils with a disability.

- Make reasonable adjustments to ensure that disabled pupils are not put at substantial disadvantage.

- Prepare and implement an accessibility plan, reviewing it at least every three years.

An anticipatory duty is embedded in the Act, meaning that schools must think ahead and take action to remove barriers that may impede the participation of disabled pupils.

2.2 DfE and Ofsted Requirements

The Department for Education (DfE) statutory guidance states that schools must publish an accessibility plan on their website and update it every three years.

In the Ofsted Inspection Framework, inspectors consider how well leaders and governors fulfil their statutory duties, including the Equality Act. Particular emphasis is placed on inclusion, the implementation of EHCPs, and the engagement of pupils with SEND.

Key documents referenced in the development of this policy include:

- The Equality Act 2010: Advice for Schools (DfE, 2014)

- Special Educational Needs and Disability Code of Practice (0–25 years) (DfE and DoHSC, 2015)

- Ofsted School Inspection Handbook (2023)

This policy and associated plan have been developed in consultation with:

- Pupils with SEND

- Parents and carers

- Staff (teaching and support)

- Governing body

- External advisory services (including SEND team and occupational therapists)

Stakeholder engagement will continue as part of the monitoring and review cycle.

Accessibility Plan

	Targets	**Strategies**	**Timescales**	**Who?**	**Success criteria**
Curriculum	To ensure that venues for School trips are appropriate (safety, access, toileting, transport, sensory needs).	Pre-visit and risk Assessments carried out	Prior to each Trip/visit.	Off Site Visits' Coordinator/trip organizer Heads of Years Class Teachers	Equal opportunities for all Students to participate in off- site activities/trips
Curriculum	Ensure High Quality Teaching	Provide quality (TERMLY??)tra	Reviewed	SLT.	Programmes of support

	through CPD for all.	ining for staff to support children with SEND.	annually.		offered and delivered. Attendance taken of Staff at training.
Curriculum	Ensure availability for all pupils/ to extra-curricular activities	XXXX	XXX	XXXX	Good uptake (70%+????? ?)
Physical **The building complies with legal accessibility requirements. It is wheelchair friendly in all areas.**	To ensure that the classrooms are equipped appropriately to meet the needs of all students e.g. colour of furniture, walls, doors, display boards provides visual contrast for VI Students/does not induce sensory overload; check acoustics for students with HI/hypersensitivity to sound; check accessibility for wheelchair users in order to maintain dignity and independence.	Liaise with VI/HI/ASD advisory teachers to check suitability of accommodation and facilities. Utilise current research and guidelines for creating ASD colour-friendly environments/display s.	By XXXXX	Head Teacher Governors SENCO	The building will meet the sensory and physical needs of all students including VI/HI/ASD and mobility impaired students/visitors. The build will be equipped with specialist desks and worktops, enabling students and visitors to work independently.
Physical	To ensure that all outside spaces around the buildings have adequate surfaces to enable students	Use the allocated funds for outside spaces as	XXXXXX X	Head Teacher SLT Governors	Outside play areas will be accessible all year round and appropriate

	to play. To re-install/ replace / update play equipment in the outside areas to ensure all year round use for students and that it is appropriate for all students according to their need. (PAVING OUTSIDE Y3 could go in here)	outlined in the budget.			to the physical needs of all students.
Physical	Provide breakout spaces/mini sensory spaces to withdraw to.	XXXXXX	XXXXXX	Governors Head Teacher SLT	Students will have enough space within the classroom and improved access to breakout/mini sensory areas to withdraw to. Outside sensory spaces accessible to pupils.
Physical *(FROM EXISITING PLAN)*	There is equal access to sporting opportunities, extra-curricular activities and the PE curriculum	Continue to develop the role of sports leaders in supporting the needs of pupils with disabilities within the PE curriculum		Head SENCO PE Lead.	Learners with disabilities have access to a suitable, challenging and motivating PE curriculum

					and extended school curriculum via clubs
Communication	To ensure that key information is available and up-to-date on the school website.	Ensure that the website is updated regularly and that parents/carers are signposted to it. Hold parent coffee mornings/information sharing events e.g. within Transition events, to focus on content and navigation of website.	Website updated as appropriate.	Head Teacher/SLT Office Staff IT Technician Governors	Website is used by parents/carers and visitors and updated regularly.
Communication	To continue to improve positive communication between home/school through the use of Arbor???? Is this something that can be done through Arbor?.	Provide training to existing and new staff to ensure confidence with using Dojo and the ways it can enhance the teacher/parent relationship. Target and encourage parents/carers who are not using it/are new to using it and support them with this as necessary. Hold parent Coffee	On-going	Head Teacher SLT, Head of ICT, Form Tutors, Family Engagement Worker, SENCo,	Increased use of Arbor by staff and parents. Parents/carers are more informed about their child's achievements at school and feel more included in their learning journeys. Parents share their views/information/ images, developing

		mornings/info rmation sharing events to demonstrate <mark>ARBOR</mark>			the conversation .
Communi cation	To ensure that all information shared with parents is accessible and complemented with symbols/picture s/photos /diagrams/links where needed to support the school community fully.	Ensure that the website is updated regularly and that parents/carer s are signposted to it. Hold parent coffee mornings/info rmation sharing events e.g. within Transition events, to focus on content and navigation of website. Provide paper navigation prompts where necessary/pref erred.	Websit e update d as appropr iate.	Head Teacher, SLT, ,Office Staff, Head of IT Governors	Website is used by parents/car ers and visitors and updated regularly. Information shared in all formats continues to support parents and families within the community.
Communi cation	To ensure that information shared is accessible in alternative languages.	Provide links to saved documents that have already been translated into the languages identified as spoken in	XXXXXX - Format to be decided upon , then ongoing as appropr iate	Head Teacher, SLT, Head of IT, Office Staff, Governors	Website and all information shared within the school community is accessible to all.