Bawdeswell Primary School

Accessibility Plan

Last reviewed on:	January 2026
Next review due by:	January 2029

Contents

....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which all pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils and those with special educational needs.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including: Synergy MAT, Norfolk County Council, charities, other education providers and our local community.

If you have any concerns relating to accessibility in school, our Synergy MAT complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) advice Equality Act 2010: advice for schools - GOV.UK

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum, where adaptations are made for children with SEND, to enable all students to make rapid progress We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include different coloured books, paper, IWB displays, larger books, adapted stationary, additional transition support for those who require it (transition to BPS and from BPS). See appendix 2 for further examples of how adaptations are made for children with SEND. Attainment and progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils and adapted swiftly to address the needs of new students admitted to the school.	Monitor the participation rates of students with a disability across the curriculum. Plan the adaptations for every child for every lesson. Monitor the implementation of these adaptations through learning walks.	HT/SENCo and subject leaders. Class Teachers SLT and Subject Leaders.	Every term Daily At least very half term	Participation rate equal to students with no disability. All children with SEND will have appropriately adapted learning at all times As above

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Sturdy steps/platforms (for toilets and sinks) - Ramps - Corridor width and tidy coat storage - Disabled toilet - Desks and at wheelchair-accessible height - Wheelchair accessible doorways	Monitor the needs of the children by: - Asking parents - Asking children - Observing children in the environment to identify any further needs	All staff	With any new intake or new pupil. Whenever a situation changes for a child Ongoing observations and discussions with children	All children will be able to access physical spaces and facilities
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: - Internal signage - Large print resources - Pictorial or symbolic representations - Some staff trained to use Sign language - Audio loop	Improve training so that many staff have sign language skills (using Signalong).	SLT	Ongoing	All children will have access to information in a way that they can understand easily.

4. Monitoring arrangements

This document will be reviewed by the Local Governing Body every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Policy
- Special educational needs (SEND) offer
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One			
Corridor access	Wide corridors throughout the school	Ensure corridors are kept tidy and clear from chairs	All staff	Daily
Entrances	Access to main reception and to wooden lodge building is designed to enable disabled access. Automatic doors at main entrance.	Check the doors are easy to open	SLT	March 2025
Ramps	Provided for classroom access in wooden lodge			
Toilets	Disabled toilet easily accessible in both buildings.			
Reception area	Spacious to allow access.			
Classroom spaces	Furniture arranged to allow easy movement around the room and wheelchair access as needed	Monitor and adapt as needed for children and staff		Ongoing

Appendix 2: Adaptations and Strategies for Children with SEND

Suggested key teaching strategies and adaptations for each of the four areas of need (for High Quality First Teaching)			
Cognition & Learning	**Communication & Interaction**	**Social, Emotional & Mental Health**	**Sensory & Physical**
• Pre-teaching of subject vocab and key concepts • Concrete examples and manipulatives • Teaching sequencing as a skill • Text presented clearly – bullet points, clear font, headings • Students encouraged to explain what they have to - check understanding • Links to prior learning explicitly made /retrieval practice integrated into lessons • Key learning points reviewed throughout lesson • Pale coloured boards and paper, Arial or other sans serif font. • Matt laminating pouches • Conceptual variation in Maths, Science, similar subjects • Alternative ways of demonstrating understanding e.g. diagrams, mind maps, use of voice recorders • Multi-sensory delivery; picture, music, film, drama, etc • Provide a range of writing frames/sentence starters • Opportunities to work with a scribe or use ICT when necessary • Use of ICT/apps to reinforce what has been taught • Use of ICT/apps as solution to difficulties e.g. dictation, typing • Coloured overlays, coloured paper for worksheets & coloured background on SMART board • Extra time to complete tasks or tests	• Structured class routines • Increased visual aids including dual coding • Use of key words/vocabulary emphasised when speaking • Multi-sensory approaches used to support spoken language e.g. symbols/pictures/concrete apparatus/artefacts/role-play • Instructions in manageable chunks • Checklists and task lists • Delivery slowed down with time given for processing • Prompt cards used to support understanding • Talking partners used • Classroom seating plan considered so students can see teacher and visual prompts • Access to a quiet work station/SEND base/LSU • 'Word walls'/displays to develop understanding of new vocab • Minimise use of abstract language/language tailored to individuals • Eye contact as necessary for the student • Information presented visually – timetables, task lists, marking ladders Language support tools – Signalong, PECS	• Key adults – positive relationship building • Emphasise positives in front of others to develop self-confidence • Give students classroom responsibilities • Refer regularly to school/classroom rules • Calming music • Weighted blankets • Team around the student approach • Use of noise cancelling head/ear phones to support focus • Breaks between tasks • Moving around/sensory breaks • Interactive strategies e.g. whiteboards to hold up answers • Clear behaviour expectations modelled by staff • Quiet zone or sensory space • Visual timer/stop watch • Use post-its for questions rather than interruptions • 'Fiddle' toys • Concrete resources easily at hand to support • Give a 'set time' for written work • Personalise teaching to reflect students' interests • Transition from whole class work to independent is taught and actively managed • Learning ladders to break down steps • 'Kick' bands to support sitting in chairs	**Visual** • Consider lighting – natural and artificial • Eliminate non-essential copying from the board • Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge • Read aloud as you write on the board • Avoid standing in front of windows – your face becomes difficult to see • Use Ipad/Chromebook for reading if text is too small in physical book • Encourage use of audio-books where possible • Consider seating – sat at the front closer to board/resources • Matt laminating pouches **Hearing** • Ear defenders, quiet space • Careful seating – closest to the teacher • Keep background noise to a minimum • Slow down speech rate • Face the student when speaking & keep hands/pens away from mouth

• Learning ladders to break down steps • Next steps display in classroom • Learning buddies/3 before me/5 Bs • Tactile resources e.g. fiddle toys, • Explicit teaching of metacognitive strategies • Targeted questioning • Chunking, scaffolding • Peer support – strategic pairing Key information cards, lists, images		• Meet'n'greet at key transition points e.g. start of day, afternoon, going home • Zones of Regulation • Emotion Cards • Explicit teaching of resilience strategies • Now and Next, visual timetables • Social stories • Scripted conversations Restorative conversations	• Allow more thinking/processing time • Repeat contributions from other children – their voices may be softer and speech more unclear • Check that oral instructions have been understood **Co-ordination** • Sat at table where there is sufficient space • LH & RH students not next to each other with adjacent hands • Desks at elbow height • Writing slope if appropriate (use a ring-binder or lever-arch file as a cheap substitute) • Pencil grips, funky pens, adaptive scissors etc • Seated with minimal distractions • Encourage oral presentations or use of ICT as an alternative to written work where appropriate • Fine motor activities; play dough, pegs etc • Gross motor activities; balance bike, climbing etc • Adapted equipment – big balls, handles, bells **Sensory Sensitivity** • Sensory bags, trays • Safe space, time out • Activity, physical breaks • Weighted items, bags, blankets