

Bedlington West End Primary School

Accessibility Plan

2026- 2029

School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards pupils with SEND, under Part 4 of the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposal of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

Definition of Disability

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.

Visions and Values

Bedlington West End Primary School is committed to ensuring equal opportunities for all children and is an inclusive school.

- All children have the right not to be discriminated against.
- Children with disabilities will have the same access to services and opportunities as their non-disabled peers.
- Their skills, experience and contribution will be valued and given equal recognition and respect.
- Services and opportunities for all pupils will promote and support building independence. There will be child centred working towards the individual's own targets.

Increasing the extent to which disabled pupils can participate in the school curriculum

Bedlington West End Primary School will:

- Provide equal access to the school curriculum for all pupils.
- Liaise with external professionals involved with the child's care to ensure that appropriate equipment for disabled pupils is available.
- Ensure pupils receive the necessary support to enable them to participate fully.

- Ensure all staff members have access to appropriate training to enable them to support children successfully.
- Ensure that liaison between the setting and the child's parents/carers is effective to ensure appropriate support and provision should there be any changes in the child's needs.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Bedlington West End Primary School has adapted the physical features of the building to ensure that the school is accessible to all.

- Ramps and rails are provided in all buildings on site.
- Fire exits lead children and adults to where ramps are available to meet everyone's access needs.
- There is disabled toilet in the main building, the Nursery block and the new building.
- A hoist is available to use toilet facilities in main building.
- Showering facilities are available for those who have an Intimate Care plan in place.
- Changing facilities for intimate care are available in the Nursery and Early years blocks.
- There is a disabled access entry system on the playground ramp.

As a school, we work hard to research each individual child's needs and adapt as necessary. Children with disabilities are identified at transfer meetings with pre-school settings and adaptations are made in advance, where necessary. All advice given by other professionals involved in a child's access, care and support needs are assessed on an individual basis and advice given by professionals is followed.

Improving the delivery to disabled pupils of information that is provided in writing

Bedlington West End Primary School adopts a number of different strategies to ensure pupils have access to all information. These include/have included:

- Access to a multi-sensory environment.
- Access to appropriate resources to help support individual children's needs.

- Films/overlays over books to assist reading.
- Motor skills support to help improve and support children in class.
- Access to equipment that can help support core body function.
- Ability to work with an Inclusion Mentor to ensure that the holistic needs of the child are being met.
- Adapted resources.
- Differentiated tasks.
- Teaching assistant support.
- Appropriate equipment to support children with visual and/or hearing impairments.
- Staff training and support from professionals.

Management, co-ordination and implementation

Bedlington West End Primary School liaises closely with feeder provisions to ensure that provision is in place to meet the needs of children with disabilities prior to their arrival in school. Transition meetings take place in advance so that adaptations and equipment can be available for individual pupils on entry. For children arriving from other schools, similar liaison will take place although advance adjustments may not be possible due to timescales of transfer. Any requirements will be actioned as soon as possible.

All children attending Bedlington West End Primary School with disabilities will be carefully monitored by the Headteacher, Senior Leadership Team, SENCo and class teachers and any appropriate advice given by the school leadership or professionals from outside agencies will be followed to help support the individual needs of the child. Parents/carers and children (where appropriate) will be consulted on a regular basis and suggested improvements will be considered and where reasonable implemented.

Accessing the school's plan

A copy of the Bedlington West End Primary School Accessibility Plan is available under the SEND tab on the school website.

Approved by Strategic Direction Committee of the Governing Body

____ Chair of Strategic Direction Committee

Review date: June 2029 (unless there are significant changes in the law)

Bedlington West End Primary School Accessibility Plan 2026-2029

Targets	Strategies	Responsible	Outcome	Timeframe	Achieved
Equality and Inclusion					
To continue to improve staff awareness and understanding of mental health issues and how they can affect children and adults	Implement actions from Mental Health and wellbeing action plan and new PSHE/RSE curriculum Annual survey of staff and pupil wellbeing Use Be You service and padlet of resources to support staff and pupil wellbeing	Headteacher SENCo, Inclusion Mentor, PSHE Co-ordinator, Teaching and support staff	Staff will be aware of the issues surrounding mental health and will be better able to teach pupils how to manage their mental health and to support pupils affected by mental health issues Staff will be aware of their own mental health and will access support via the Mental health resources available via the padlet or by approaching the mental health lead Staff will be aware of individual pupils who are presenting with mental health needs or who have been identified via the annual survey and will be able to support them appropriately, allowing them to continue to access education	Ongoing	

To continue to improve staff awareness of disability issues.	Review staff training needs. Provide staff training for members of the school community as appropriate.	SENCo	Staff training on issues affecting children and adults with specific disabilities: physical, developmental, learning, mental health.	As required to meet the changing needs of the school population	
Physical environment					
Ensure all outdoor areas are safe and accessible to disabled pupils and adults	Resurface small area of playground and car park	Headteacher School business manager	All outdoor areas will be safe and accessible to disabled pupils and adults	Ongoing	
Ensuring that, where possible, people with disabilities or people dropping off children with disabilities have access to a designated parking area.	An audit to be carried out to see whether a designated parking area is practicable.	Headteacher	Continue to make staff aware of when a visitor is arriving on site to ensure that a parking space with good access to the building is made available. Continue to ensure that staff with disabilities have access to a designated space which meets their physical access needs.	Ongoing	
Continue to develop quiet spaces for children with sensory, emotional and social and behavioural needs in all buildings	Review of use of spare classrooms and other rooms once classrooms have been decided for 2022-23 Identify quiet spaces in each building and establish break out spaces	HT, SLT, Mental Health lead, SENCo, Inclusion Mentor, Teaching staff	Children with sensory, emotional and social and behavioural needs will have access to quiet spaces for calming activities and to ensure they are able to manage the school day	Reviewed and actioned annually	
Create sensory room to support children with	Identify room to be used	SENCo	Children with specific needs will have access to the sensory room to	December 2026	

sensory, emotional and social and behavioural needs	Research and purchase furnishings and equipment Staff training in use of sensory room to support individuals with specific needs		support their ability to manage their emotions, self-regulate and continue to access education		
Improve impact of sensory stimulation in the classroom environment to impact pupil behaviour.	Whole school approach to classroom environment will be explored.	All teaching staff	Continuity will be shown throughout all classroom environments throughout the school. Displays will be on display in the same place using the same resources.	Ongoing	
Curriculum					
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review he needs of children and provide training for staff as needed.	SEN Governor	Continue to have termly SEN Reviews. SENCo to liaise with staff to ensure that their needs are sufficient to meet the needs of any children within their class to ensure they access all areas of the curriculum. SENCo to continue an open door policy in which any member of staff can request information about a child's specific need. SENCo to liaise with outside agencies to access appropriate training for staff who have identified a need. To liaise with SLT to assess whether any staff have identified an SEN training need during observations.	As required to meet the changing needs of the school population	

Continue to develop the peer Mentor programme in Year 5 to provide peer support for pupils	Current Year 5 mentors offer support through the peer mentor system and continue into Year 6 New Year 5 peer mentors trained each year	Mental Health Lead	Peer mentor system will be embedded and pupils will know how they can access peer mentor support Mental well being of all pupils will be supported through this programme	Ongoing	
Written/Other Information					
To ensure that all parents/carers and other members of the school community can access information.	Written information will be provided (written in simple language) in alternative formats as necessary. Support with reading will also be offered sensitively. Offer online support through social media. Staff will check written communications for accessibility	SENCo	Continue to share information with parents via the website. Ensure that all links on the website are updated (when necessary). Continue to ensure that website information is kept up to date. Continue to use the text service school has in place to contact parents with new information. Continue to use social media to make parents aware of changes within school or activities that SEN children are taking part in.	As required to meet the changing needs of the school population	