



Bedfield and Wetheringsett C of E Primary Schools Accessibility Policy and Plan

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The Mustard Seed

“The Kingdom of Heaven is like a grain of mustard seed, when it is grown, it becomes a tree, so that the birds of the air come and lodge in its branches.” Matthew 13:31 – 32

The Mustard Seed

“If you have faith as small as a mustard seed... nothing will be impossible for you.” Matthew 17:20-21



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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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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.

Bedfield and Wetheringsett C of E Primary Schools pledge to make our school setting as accessible as possible to all children, removing any barriers and adapting provision to suit individual need.

The plan will be made available online on the school website, and paper copies are available upon request.

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. This includes schools within our MAT and wider associations with Suffolk County Council.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an inclusive curriculum for all pupils • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs 	<p>To use resources which reflect a diverse range of people</p> <p>To close any identified gaps in progress and attainment between children with disabilities and those without</p> <p>To adapt targets and provision appropriately</p>	<p>Educational schemes and resources are selected to promote the needs of children with diverse needs</p> <p>Children with disabilities' results in reading, writing and maths are compared to their counterparts annually</p> <p>Any gaps identified are acted upon with targeted intervention and support</p>	<p>Headteachers and Teachers/Subject Leaders</p> <p>Headteacher, SENCO and Teachers</p> <p>Headteacher, SENCO and Teachers</p>	<p>Ongoing with annual review</p> <p>Termly and annual review</p> <p>Termly and annual review</p>	<p>Pupil perceptions show pupils report they feel happy and included at school</p> <p>No gaps in results of children with SEN compared to counterparts</p> <p>SENCO reviews of IEPs show appropriate targets are set and met</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To ensure all areas of school are accessible to disabled pupils</p> <p>To ensure families of children with disabilities have access to accessible parking adjacent to building</p> <p>To maintain book shelves and reading resources at accessible height</p>	<p>To ensure hand-rails are installed on all steps</p> <p>To provide disabled access parking place near school entrance</p> <p>To make all toilets accessible for use and changing purposes</p>	<p>Headteacher and Buildings Manager</p> <p>Headteacher and Buildings Manager</p> <p>Headteacher and Buildings Manager</p> <p>All staff</p>	<p>Christmas break 2023</p> <p>Spring term 2024</p> <p>Ongoing</p>	<p>Children with physical disabilities can access all stairways leading to and from the playground</p> <p>A disabled parking space is provided opposite the school entrance</p> <p>All stairways of the school are clear and uncluttered and in good state of repair</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the governing board.

5. Links with other policies

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

- › Risk assessment policy
- › Health and safety policy
- › Equality information and objectives (public sector equality duty) statement for publication
- › Special educational needs (SEN) information report
- › SEND policy
- › Supporting pupils with medical conditions policy