Accessibility Plan 2025–2028

Original plan reviewed March 2025 | Updated October 2026 | Next full review March 2028

1. Purpose and commitment

Bewdley Primary School is committed to ensuring that disabled pupils can access a broad and ambitious curriculum, participate in school life and receive information in accessible forms. Our school motto is “Helping Everyone Achieve Their Best”. We aim to identify and remove barriers in partnership with pupils, families, staff and relevant professionals.

This plan sets out how we intend, over time, to: (1) increase disabled pupils’ participation in the curriculum; (2) improve the physical environment to enable disabled pupils to take better advantage of education and associated services; and (3) improve the delivery of accessible information to disabled pupils. We also consider access for disabled parents, carers, staff and visitors where relevant.

We make reasonable adjustments to meet individual needs. This plan complements, rather than replaces, individual support arrangements, the SEND Information Report, SEND Policy and the school’s duties under the Equality Act 2010.

2. Our current accessibility context

The school is a predominantly single-storey site. Teaching rooms are wheelchair accessible and accessible toilets and changing facilities are available. Some outdoor routes, particularly in wet weather, and access to Forest School present barriers. The school considers individual adjustments and alternative arrangements while longer-term options are explored.

Access to the curriculum is supported through adaptive teaching, visual resources including Widgit symbols, assistive or adapted equipment where appropriate, personalised support and advice from external professionals. Children with SEND are supported to participate in visits, clubs, play and wider school life; our OPAL approach, introduced in September 2026, is still developing.

This is a forward-looking plan. The actions below do not imply that all barriers have already been removed or that unapproved capital works are funded.

3. Priority A — Increasing curriculum participation

Priority / intended improvement	Actions	Timescale	Responsibility	Evidence / review
Accessible teaching and resources	Review barriers through classroom assessment, pupil/family views and SEND reviews; provide adaptive teaching, Widgit/visual supports and accessible technology where appropriate.	Ongoing; review termly	SENDCo; class teachers; subject leaders	Evidence in planning, pupil participation, reviews and pupil/parent feedback.
Staff confidence and expertise	Identify training needs and provide relevant training or specialist advice for teachers and teaching assistants, including communication, sensory and physical access.	Annual review; training as needs arise	SENDCo; SLT	Training record; staff feedback; examples of adjustments in practice.
Participation in PE, trips, clubs and OPAL	Consider access at planning stage; undertake individual risk assessments where appropriate; agree	Each activity; annual overview	PE lead; EVC; OPAL lead; SENDCo	Participation records; risk assessments; pupil/family feedback; actions resolved.

Priority / intended improvement	Actions	Timescale	Responsibility	Evidence / review
	adjustments with families and pupils; review inclusive play as OPAL develops.			
Anticipatory reasonable adjustments	At least annually, identify likely barriers for disabled pupils across teaching, assessment, sensory environments and school activities; consult pupils and families where appropriate; plan accessible alternatives and auxiliary aids without waiting for a diagnosis.	Spring 2027 baseline; reviewed annually and when needs change	SENDCo / class teachers / curriculum leaders	Documented barriers and adjustments; pupil and parent feedback; participation reviewed.
Consultation and pupil voice	Invite feedback from disabled pupils and families on access to learning, PE, trips, clubs and play; record issues, responses and any action needed.	Spring 2027; at least annually thereafter	SENDCo / Headteacher	Consultation record and actions considered; follow-up with families.

4. Priority B — Improving physical accessibility

Priority / intended improvement	Actions	Timescale	Responsibility	Evidence / review
Forest School access	Assess existing access barriers with site team and relevant specialist advice; explore feasible routes, surfacing and step/ramp	Feasibility review by summer 2027; decisions subject to cost/funding	Headteacher; site manager; governors; SENDCo	Written access assessment, options/costings, governor decision and documented individual arrangements.

Priority / intended improvement	Actions	Timescale	Responsibility	Evidence / review
	options; obtain indicative costs; consider funding and phased delivery. Until then, plan safe, meaningful alternative or adjusted access for individual pupils.			
Outdoor access in poor weather	Review routes to field and play areas, including seasonal ground conditions; identify practical short-term adjustments and safe alternative routes.	By spring 2027; then annually	Site manager; SENDCo; OPAL lead	Site review record; identified barriers and actions; feedback from users.
Building access and safe evacuation	Review access needs of pupils, families, staff and visitors; check signage, routes and facilities; prepare and review Personal Emergency Evacuation Plans (PEEPs) where required.	At admission or when needs change; annual check	Headteacher; site manager; DSL/SENDCo	Site checks; individual plans where needed; drill and review records.
Accessibility in future site works	Consider disabled users and consult relevant specialists when planning refurbishment, outdoor developments or procurement.	At project planning stage	Headteacher; governors; site manager	Project specifications and accessibility considerations recorded.
Document and strengthen existing access reviews	Use existing premises checks and governor reports to record	Review records by spring 2027; report priorities by summer 2027	Headteacher / site manager / SENDCo; governors	Existing inspection reports; accessibility action log; decisions and

Priority / intended improvement	Actions	Timescale	Responsibility	Evidence / review
	accessibility barriers (including entrances, toilets, signage, sensory access, evacuation, playgrounds, field and Forest School). Check for gaps and seek WCC/specialist advice only where needed.			follow-up reported to governors.
Interim Forest School participation	Until permanent access improvements are feasible, assess each disabled pupil's needs in advance and plan reasonable adjustments, suitable routes, equipment, support or genuinely equivalent outdoor learning opportunities; consult families and relevant specialists.	Immediately and for each relevant activity; review termly	Forest School lead / SENDCo / site manager	Individual arrangements documented; participation and pupil experience reviewed; no claim that existing route is wheelchair accessible.
Prioritise and resource identified physical improvements	Use findings from existing checks and Forest School feasibility review to prioritise works, obtain indicative costs and consider available funding. Record decisions and reasons for deferral.	Options by summer 2027; governor consideration autumn 2027	Headteacher / site manager / governors	Costed options, governor decisions, action progress and interim provision.

5. Priority C — Improving accessible information

Priority / intended improvement	Actions	Timescale	Responsibility	Evidence / review
Clear and accessible communication	Use clear language and accessible layouts; offer large print, digital, symbol-supported or alternative formats where needed; check families' preferred communication methods.	Ongoing; review annually	School office; SENDCo; website lead	Requests met within reasonable timescales; parent feedback.
Accessible pupil information	Adapt learning materials, timetables, school information and review documents for individual communication, sensory and literacy needs; seek specialist advice where needed.	At identification and review of need	Class teachers; SENDCo	Pupil views; examples of adapted materials; review notes.
Website and document accessibility	Review accessibility of SEND information and key school documents, including navigation, readable text and alternative formats; address identified barriers.	Initial review by summer 2027; then ongoing	Website lead; office; SLT	Website check log; issues and improvements recorded.
Language and communication access	Arrange interpretation, translation or other communication support where reasonably required to enable participation and understanding.	As needs arise	School office; SENDCo	Individual arrangements and family feedback.

Priority / intended improvement	Actions	Timescale	Responsibility	Evidence / review
Accessible format requests and preferences	Ask pupils and families about communication preferences when needed; offer proportionate alternatives such as large print, accessible electronic text, simplified language, symbols, audio or interpretation as appropriate; agree a timely response.	From spring 2027; ongoing	School office / SENDCo	Requests and responses recorded sensitively; families confirm information is usable.
Digital accessibility review	Check priority school website pages, downloadable policies, forms and essential administrative information for accessibility barriers; identify reasonable corrections and escalate platform limitations to the provider.	Initial review summer 2027; annual checks	Website lead / school office / Headteacher	Issue log, corrections and checks; no unverified claim of full website compliance.

6. Monitoring, responsibility and review

The Headteacher and SENDCo coordinate this plan with relevant staff. The school already undertakes in-house premises checks and reports findings to governors; Worcestershire County Council is involved or consulted where appropriate. These arrangements provide evidence of physical access monitoring. Curriculum participation and accessible information are reviewed separately through SEND, teaching and communication arrangements.

Accessibility barriers and requests are considered promptly. The school consults disabled pupils and their families, takes account of their preferences and seeks relevant specialist advice where needed. Any significant building work is subject to feasibility, costing, funding and approval. This does not delay consideration of individual reasonable adjustments or interim access arrangements.

Legal framework: Equality Act 2010, Schedule 10 (accessibility planning); Equality Act duties on disability discrimination and reasonable adjustments; SEND Code of Practice: 0 to 25 years. This written plan addresses curriculum access, the physical environment and information access. It will be implemented, kept under review and revised where necessary, with resources considered.

Baseline and evidence: BPS undertakes in-house premises inspections and reports findings to governors, with Worcestershire County Council input where appropriate. The school has not commissioned an external whole-site accessibility audit; one is not assumed to be necessary. Existing checks will be explicitly reviewed for accessibility barriers and recorded alongside SEND, curriculum and communication evidence. Any gaps or complex access issues will prompt focused review or specialist advice.

Governance and consultation: Governors receive premises reports and will review this plan at least annually. The school will record identified barriers, actions, interim arrangements, feedback from disabled pupils and parents, and decisions about expenditure. Dates and named action owners are proposed until approved by the governing body.

Publication and review: Publish the approved plan on the school website, with links from SEND and Inclusion and statutory information/policies pages as appropriate. Review progress annually and sooner if needs or circumstances change. Prepare the next three-year plan by March 2028.

7. Related information

SEND Information Report 2026–27; SEND Policy; Supporting Pupils with Medical Conditions Policy; Intimate Care Policy; Safeguarding and Child Protection Policy; Admissions arrangements; school complaints procedure.

For accessibility concerns or requests for information in another format, contact Jacqui Bennett (SENDCo) at jbennett@bewdleyprimary.worcs.sch.uk or the school office on 01299 403796.