

UNIQUE SEND TUITION

Accessibility Statement

Removing barriers across information, communication and tuition

Statement owner: Mandy Beadnell, Unique SEND Tuition

Effective from: September 2026

Accessibility is part of inclusion, not an additional extra. Unique SEND Tuition aims to anticipate barriers, listen to individual preferences and make reasonable adjustments so that learners and families can access information, communication and tuition as fully as possible.

1. Scope of this statement

This statement covers the Unique SEND Tuition website, downloadable documents, enquiry and communication methods, and tuition delivered in the learner's home or in community settings. Tuition is not delivered from Mandy's own home. The statement is intended for learners, parents and carers, visitors, professionals and other people using the service.

Unique SEND Tuition is a small, independent service operated by Mandy Beadnell. Accessibility will be considered proactively and proportionately, with adjustments shaped around the person, the activity, the setting and what is reasonably practicable.

2. Our accessibility commitments

Ask and listen. Learners and families are encouraged to explain what supports access, comfort, communication and participation. Preferences may also emerge through observation and relationship-building.

Plan ahead. Potential barriers will be considered when planning tuition, selecting venues, creating resources and adding website content.

Offer flexibility. Information, activities, pace, environment and communication may be adapted rather than expecting the learner to fit a fixed approach.

Review. Adjustments will be reviewed as needs, confidence, circumstances or the nature of tuition change.

Respect dignity. Support will be provided discreetly and collaboratively. A request for an adjustment will not result in unfair treatment or an additional charge for the adjustment itself.

3. Website accessibility

The website is built using Wix. Unique SEND Tuition aims to make its content clear, predictable and usable across desktop and mobile devices and to work towards the Web Content Accessibility Guidelines (WCAG) 2.2 Level AA where reasonably practicable. This statement does not claim that the website has undergone a complete independent accessibility audit.

Current accessibility work includes:

Clear structure. Pages use descriptive titles and headings, consistent layouts and straightforward language to help visitors locate and understand information.

Readable presentation. The design uses uncluttered pages, generous spacing, legible text and a restrained colour palette. Colour is not intended to be the only way that meaning is communicated.

Meaningful images and links. Informative images are given descriptive alternative text where the Wix editor allows it. Buttons and links aim to describe their destination or action.

Responsive viewing. Desktop and mobile views are checked in preview so that content remains readable and controls remain usable at different screen sizes.

Downloadable documents. Public policies are offered as PDFs with real headings, selectable text and a logical reading order. An editable or alternative format can be requested where available.

4. Using the website

Visitors may find it helpful to use their browser or device settings to zoom, enlarge text, adjust colours, use text-to-speech, enable captions or navigate with accessibility tools. The site should remain usable with common browser zoom settings, although individual third-party elements may respond differently.

If any information is difficult to access, the same information can be requested in another reasonable format rather than requiring the visitor to continue struggling with the website.

5. Known limitations and third-party content

Some parts of the website depend on Wix, embedded forms, linked platforms or documents supplied by third parties. Unique SEND Tuition cannot directly control every technical feature of these services, and some elements may not fully meet every WCAG 2.2 success criterion.

Areas that will continue to be reviewed include keyboard navigation, screen-reader behaviour, colour contrast, focus indicators, form labels, document accessibility and the consistency of mobile layouts. Where a barrier is identified, Mandy will aim to correct content within her control and offer a reasonable alternative while a longer-term solution is explored.

6. Accessible communication

Communication can be adapted to suit individual needs and may include shorter written messages, plain language, additional processing time, visual information, symbols, modelling, telephone or video discussion, or communication through an agreed family member or professional where consent and safeguarding arrangements allow.

The website enquiry form should be used only for a brief outline. Visitors are asked not to include detailed medical, safeguarding or highly confidential learner information. A more appropriate and secure method of sharing necessary information can be agreed after initial contact.

7. Accessibility within tuition

Tuition is personalised and may incorporate reasonable adjustments such as:

Communication support. Visual systems, reduced or adapted language, processing time, signing, objects, written prompts, modelling, choice-making tools or other meaningful communication approaches.

Sensory and emotional access. Low-arousal practice, predictable routines, movement or regulation breaks, reduced demands, changes to lighting or noise, and access to preferred sensory supports where appropriate.

Learning access. Adjusted pace, task size, level of recording, presentation, reading level, equipment and digital or practical resources, while maintaining respectful and age-appropriate content.

Physical access. Careful consideration of seating, workspace, movement, community routes and venues. Where a setting creates an avoidable barrier, an alternative location or delivery method may be discussed.

Participation and autonomy. Learners are supported to communicate consent, preferences, boundaries and choices. Engagement may be interest-led and success may be shown in different ways.

8. Learner home and community settings

Because tuition may take place in different settings, accessibility depends partly on the environment. Families and commissioning professionals are encouraged to raise relevant access needs before tuition or an outing. Risk assessments and planning will consider the learner's communication, sensory, mobility, medical and emotional needs without collecting more information than is necessary.

Where a learner's home or a proposed community venue presents an access barrier, the practical options will be discussed collaboratively. This may include adapting the activity, choosing a more accessible community location or agreeing another suitable arrangement. Where online tuition is agreed, accessibility will also be considered in relation to the chosen platform, digital resources, communication methods and the learner's individual access needs.

9. Requesting an adjustment or alternative format

To request an adjustment, alternative document format or help accessing information, contact Mandy through the website at www.uniquesendtutoring.co.uk. Please describe the barrier and the format or support that would be helpful. A request does not need to use formal or technical language.

Mandy will acknowledge the request as soon as reasonably possible, normally within three working days, and discuss what can be provided. If a requested adjustment is not reasonably practicable, the reasons will be explained and a suitable alternative will be explored wherever possible.

10. Reporting an accessibility problem

If part of the website, a document or the tuition service is difficult to access, please report it through the website contact form. Include the page, document or activity involved and what happened, but do not include confidential learner information in the form. Accessibility concerns will be considered under this statement and, if unresolved, may be raised through the Complaints Policy.

11. Legal and guidance framework

This statement is informed by the Equality Act 2010, including the duty on service providers to make reasonable adjustments for disabled people, and by the Web Content Accessibility Guidelines (WCAG) 2.2, the current W3C Recommendation for accessible web content. Unique SEND Tuition uses WCAG 2.2 Level AA as an accessibility aim where reasonably practicable; this is not a claim of full technical conformance or independent certification. The Equality Advisory and Support Service can provide information about discrimination and human rights concerns.

12. Review

Accessibility is an ongoing process. This statement will be reviewed at least annually and following significant changes to the website, documents, platforms or tuition offer. Feedback from learners, families and professionals will be used to identify and remove barriers wherever reasonably possible.

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