



**Sutton Bonington
Primary School**

Accessibility Plan

**Approved: Autumn 2022
Next Review: Autumn 2025**

Sutton Bonington Primary School
Accessibility Plan – Autumn 2022

Adapted: Kate Armstrong and Sarah Saunders
Review date: Autumn 2025

Definitions

Definition of Special Educational Needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of Special Educational Provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Background and Context

Sutton Bonington Primary School has adopted this Accessibility Plan in line with the school's **Special Educational Needs Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in Autumn 2022 (see Appendix A).

Our **Special Educational Needs Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **Special Educational Needs Policy** for an outline of our full provision to support pupils with SEND. A copy of this policy can be obtained on the school website or via the School Office.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the Governing Body.

Access to the Curriculum

Priority Area	Tasks	Time Scale	Staff Responsible	Outcome
Ensure information about SEND pupils is accessible	SEND register kept up to date. Use of individual pupil profiles to share information between class teacher, TAs, SENCO and SEN Governor	Ongoing	SENCO Class Teachers TAs SEN Governor	Staff up to date on all information appropriate to children with SEN
Appropriate support for children with SEND Support	Pupils with identified disability have their support reviewed by SENCO and Headteacher and hours allocated for TA support	Ongoing	SENCO Headteacher	TAs deployed effectively to support pupils with identified needs
EHCP's and Individual intervention trackers	SEND pupils have individual intervention trackers/provision maps setting out their provision. SMART targets	Ongoing	Class Teachers SENCO	All SEND Support children have an individual intervention tracker or provision map in place and SENCo/Class

	are set and reviewed during the assess, plan, do, review process			teacher/TA's/Parents and Pupils participate in formulating and reviewing
SEND tracking	Progress of pupils tracked	Termly	Class Teachers SENCO	Clear system for showing progress of SEND pupils – informs allocation of support and target teaching
Parent involvement for children with SEND or EHCP	SEND review meetings with parents and external agencies (where appropriate) EHCP annual review meetings in place for those with an EHCP	At least termly, when required	SENCO Class Teachers *Please note that the SENCO will not necessarily attend every meeting.	Parents involved in the review of provision
Links to external agencies through Springboard meetings	SENCO to attend Springboard meetings to discuss named children	As required	External agencies SENCO	Ensure appropriate support given from external agencies to students when needed.
Staff training and awareness	Circulate SFSS, RPBP and EPS training flyers, facilitate necessary training for individual pupil's needs as appropriate and whole school training, keep staff training log	As required	SENCO/Headteacher	Teaching staff, TAs and lunchtime staff have necessary training to teach and support disabled pupils
Trips	Review accessibility for identified students on trips. Carry out Risk Assessment	When trips are planned	Class Teacher EVC coordinator/Headteacher to authorise	Teachers and support staff effectively accommodate needs of identified students

Access to Written Information

Priority Area	Tasks	Time Scale	Staff Responsible	Outcome
Provide altered materials as required	Enlarged print/simple layouts/coloured paper/acetates/braille /Widgets for visually impaired/dyslexic and children with communication needs	When required	Class Teachers TAs	Pupils receive print they can read in all lessons
Access to ICT projection/laptops for text entry	Make relevant ICT available to pupils as required, including applications for loans from NCC	When required	SENCO	Pupils use ICT when appropriate Staff aware how the use of ICT can support learning

Access to the School Estate

Priority Area	Tasks	Time Scale	Staff Responsible	Outcome
Improve disabled access from school car park to the main building for all pupils, parents and visitors	Improve access from the school carpark through the gates into the main building and playground so that there is suitable wheelchair access.	Summer 2023 (extended due to COVID pandemic)	Headteacher Governors	Improved access to the main school building and playground

Monitoring and Review

This Accessibility Plan and the outcomes will be evaluated every 3 years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Declaration

Signed by:

S. Saunders

SEN Governor

Date: 15.10.22

K. Armstrong

SENCO

Date: 15.10.22

Appendix A: Sutton Bonington Primary Access Audit

	Yes	Some	No
CURRICULUM			
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats of presenting information.	✓ when required		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓ when required		
Are your classrooms optimally organised for disabled pupils?	✓ when required		
Do lessons provide opportunities for all pupils to achieve?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		
PHYSICAL SURROUNDINGS			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		✓	

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓
Are areas to which pupils should have access well lit?	✓		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓ when required		
Is furniture and equipment selected, adjusted and located appropriately?	✓ when required		
ACCESS TO WRITTEN WORD			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓ as needed		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓ as required		

Completed by Kate Armstrong (SENCo) and Sarah Saunders (SEND governor).