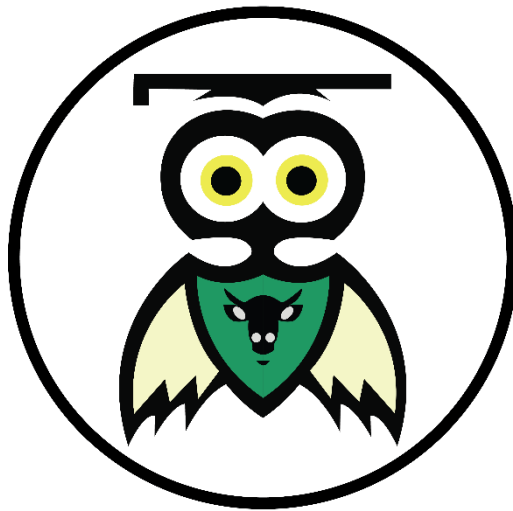




**Sutton Bonington
Primary School**

Accessibility Policy and Plan

Approved: April 2026

Next Review: April 2029

(plan to be RAG rated yearly)



Sutton Bonington Primary School

Accessibility Policy and Plan

1. Introduction

This Accessibility Policy sets out how the school ensures that all pupils, staff, parents, and visitors have equal access to the school environment, curriculum, and information. It reflects the school's commitment to inclusion and equality, and complies with:

- The **Equality Act 2010**
- The **SEND Code of Practice (2015)**
- The **Children and Families Act 2014**
- The **Public Sector Equality Duty**

The school recognises its duty to make **reasonable adjustments** to ensure that disabled pupils are not placed at a substantial disadvantage.

2. Aims

The aims of this policy are to:

- Increase the extent to which disabled pupils can **participate in the curriculum**
- Improve the **physical environment** of the school to enable disabled pupils to take better advantage of education, facilities, and services
- Improve the availability of **accessible information** to disabled pupils, parents, and visitors
- Promote a culture of inclusion, respect, and equality

3. Definition of Disability

Under the Equality Act 2010, a person is considered disabled if they have:

"A physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

This includes (but is not limited to):

- Physical disabilities
- Sensory impairments
- Long-term medical conditions
- Neurodiversity (e.g., autism, ADHD)

- Specific learning difficulties (e.g. dyslexia, dyspraxia)
- Mental health needs

4. Roles and Responsibilities

The Governing Body

- Ensures the school meets its statutory duties
- Approves and monitors the Accessibility Plan

Headteacher

- Ensures the policy is implemented
- Oversees staff training and resource allocation

SENCO

- Leads on accessibility planning
- Advises staff on reasonable adjustments
- Coordinates support for pupils with SEND
- Monitors the impact of adjustments

All Staff

- Understand their responsibilities under the Equality Act
- Implement reasonable adjustments in their classrooms
- Promote inclusive practice

5. Accessibility Planning

The school maintains a **three-year Accessibility Plan**, which outlines actions to improve:

1. **Curriculum access**
2. **Physical access**
3. **Information access**

The plan is reviewed annually by the SENCO and Headteacher and approved by governors.

6. Improving Access to the Curriculum

The school will:

- Provide high-quality teaching that is adaptive and inclusive
- Use a graduated approach to identify and support needs
- Offer targeted interventions where appropriate

- Ensure staff receive training on SEND, accessibility, and inclusive practice
- Provide assistive technology (e.g., laptops, reading pens, visualisers)
- Adapt teaching materials (e.g., enlarged print, coloured overlays, simplified text)
- Ensure all educational visits and activities are accessible

7. Improving Access to the Physical Environment

The school will:

- Ensure entrances, exits, and pathways are accessible
- Maintain accessible toilet and hygiene facilities
- Provide ramps, handrails, and visual signage where required
- Ensure classrooms and corridors are clutter-free and navigable
- Consider accessibility in all refurbishment and building projects
- Provide quiet spaces or sensory-friendly areas for pupils who need them

8. Improving Access to Information

The school will:

- Provide information in alternative formats on request (e.g., large print, audio, simplified language)
- Ensure the school website meets accessibility standards
- Use visual supports, symbols, and accessible signage around school
- Communicate with parents in clear, plain English
- Provide interpreters or translation where reasonably possible

9. Admissions and Transitions

The school will:

- Work closely with families and external agencies during admissions
- Conduct transition meetings for pupils with SEND
- Share accessibility needs with relevant staff
- Ensure reasonable adjustments are in place before the pupil starts

10. Training

The school is committed to ongoing professional development. Training may include:

- SEND awareness

- Autism-friendly practice
- Dyslexia-friendly classrooms
- Supporting pupils with sensory needs
- Medical needs training
- Manual handling (where required)

11. Monitoring and Evaluation

The SENCO will monitor:

- The effectiveness of reasonable adjustments
- Pupil progress and engagement
- Staff feedback
- Parent and pupil voice
- Impact of the Accessibility Plan

Findings will be reported to the Headteacher and Governing Body.

12. Complaints

Complaints related to accessibility should be raised through the school's **Complaints Policy**. Concerns relating to discrimination will be taken seriously and investigated promptly.

13. Linked Policies

- SEND Policy
- Equality Policy
- Behaviour Policy
- Health & Safety Policy
- Complaints Policy
- Supporting Pupils with Medical Needs

Accessibility Plan

Objective	Actions	Timescale	Success Criteria	Lead
Improving Access to the Curriculum				
Ensure high-quality adaptive teaching for all pupils	Provide annual SEND and adaptive teaching CPD Develop staff confidence in scaffolding, modelling, and chunking Share dyslexia-friendly and autism-friendly strategies	Year 1–3 (ongoing)	Lesson observations show consistent adaptive practice Reduction in SEND-related barriers to learning	SENCO / SLT
Improve staff confidence in supporting pupils with specific needs	Training on dyslexia, ADHD, autism, SEMH, sensory needs Provide quick-reference guides in classrooms	Year 1–2	Staff report increased confidence Pupils demonstrate improved engagement	SENCO
Increase access to assistive technology	Audit current provision Purchase reading pens, laptops, tablets as needed Train staff and pupils in effective use	Year 1–3	Pupils independently use technology to access learning Improved outcomes for targeted pupils	SENCO / Computing Lead
Ensure interventions are evidence-based and monitored	Review intervention menu Introduce standardised entry/exit criteria Half-termly progress reviews	Year 1	Interventions show measurable impact Clear records for governors and Ofsted	SENCO
Ensure all educational visits are accessible	Update risk assessment templates Staff training on inclusive trip planning Early planning with parents	Year 1–3	All pupils able to participate in visits No exclusions due to accessibility	EVC / SENCO
Improve access to the wider curriculum (clubs,	Audit extracurricular accessibility Provide reasonable adjustments (visual	Year 2–3	Increased participation of pupils with SEND	SENCO / Club Leads

performances, sports)	supports, quiet spaces, adult support)			
Ensure interventions are evidence-based and monitored	Review intervention menu Introduce standardised entry/exit criteria Half-termly progress reviews	Year 1	Interventions show measurable impact Clear records for governors and Ofsted	SENCO
Improving Access to the Physical Environment				
Ensure the school site is accessible to all users	Annual accessibility walk Review signage, lighting, pathways Maintain ramps, handrails, accessible toilets	Year 1–3 (annual)	Site remains compliant and safe Identified issues resolved promptly	Site Manager / SENCO
Improve sensory-friendly spaces	Create or enhance quiet/sensory areas Provide sensory equipment (ear defenders, fidgets, weighted items)	Year 1–2	Pupils with sensory needs have access to regulation spaces	SENCO
Improve classroom layouts for accessibility	Ensure clutter-free environments Provide flexible seating options Ensure visual access to boards and displays	Year 1–3	Pupils can navigate classrooms safely Improved focus and engagement	Class Teachers / SENCO
Ensure accessibility is considered in all building projects	Include accessibility in procurement and planning Consult with LA where needed	Year 1–3	All new works meet accessibility standards	Headteacher / Governors
Improve visual communication around school	Install clear signage Use symbols and visual cues Ensure emergency procedures are accessible	Year 2–3	Pupils and visitors navigate independently	SENCO / Site Manager
Improving Access to Information				
Ensure information is accessible to all parents	Provide key documents in plain English Offer translations where possible Provide alternative formats on request	Year 1–3	Parents report improved understanding Increased engagement with school communication	Office Manager / SENCO
Improve accessibility of	Audit website for compliance with accessibility	Year 1–2	Website meets accessibility expectations	Computing Lead / Headteacher

the school website	standards (WCAG 2.1) Ensure policies and information are easy to navigate		Users report improved access	
Improve pupil access to information in lessons	Provide enlarged print, coloured overlays, simplified text Use visual timetables and symbol-supported resources	Year 1–3	Pupils access learning more independently	Class Teachers / SENCO
Strengthen communication with parents of pupils with SEND	Termly SEND newsletters Parent workshops (e.g., dyslexia, autism, behaviour support) Clear communication about interventions	Year 1–3	Positive parent feedback Increased attendance at workshops	SENCO
Ensure emergency information is accessible	Provide visual fire evacuation maps Ensure PEEPs (Personal Emergency Evacuation Plans) are in place	Year 1	All pupils with additional needs have PEEPs Staff confident in procedures	SENCO / Site Manager

Monitoring and Review

The plan will be:

- Reviewed annually by the SENCO and Headteacher
- RAG-rated to track progress
- Reported to governors through the SEND and Inclusion report
- Updated as new needs, pupils, or building changes arise

Evaluation Measures

Impact will be measured through:

- Pupil progress data
- Pupil and parent voice
- Staff surveys
- Lesson observations

- Site accessibility audits
- Intervention outcomes
- Website analytics (for accessibility improvements)