

'FROM GREAT TO AMAZING'



SUFFOLKS PRIMARY SCHOOL

Accessibility Plan

**SUMMER
2026-29**

Accessibility Policy

Statement of intent

Suffolks Primary School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Equalities information and objectives document.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equalities information and objectives document.
- Admissions Policy
- Behaviour Policy
- Administering Medication Policy
- Anti-bullying Policy
- Curriculum/Teaching and learning Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

2. Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The school's accessibility plan can be found as part of this document.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be summer 2029. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENCO annually.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. A key driver of our curriculum is diversity. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Subject leaders for each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. pupil profiles and IEPs.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. SEN TAs – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

9. Monitoring and review

This policy will be reviewed every 3 years or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Accessibility plan

Statement of intent

This plan outlines how Suffolks Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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 plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Feature	Description	Actions to be taken	Person(s) Responsible	Date action to be completed by
Number of building levels	All Learning areas on ground floor Staffroom on first floor	Look at options for access to staffroom for disabled staff, e.g. stair lift, relocation of staffroom or use of other facilities	SLT	Ongoing review as needed
Corridor access	All corridors accessible from all learning areas	Ensure good housekeeping in corridors	All school community	Ongoing
Parking Bays	Space available	To be marked as designated area	School Business Manager / Site Manager	ongoing
Entrances	All learning areas have internal and external entrances	Ensure good housekeeping around entrances	All school community	Ongoing
Ramps	Huts have ramp access	Ensure surface safety especially winter months	Site Manager	Ongoing
Toilets	There are two disabled toilets with showering facility on site	Ensure all kept in good working order	Site Manager	Ongoing
Emergency Escape Routes	All routes signed	Ensure all signs visible	All school community	Ongoing

Accessibility Plan 2026-2029

Strand 1: To increase the extent to which disabled pupils can participate in the curriculum

Target	Strategy	Who	Success criteria	Time scale
All staff know how to meet the needs of disabled pupils	• Targeted training for specific staff • Include as part of in-school TA training programme • List of generic strategies for pupils with common disabilities e.g. ASD, Dyslexia, Hearing or visual Impairment to support staff provision for these pupils • Online training for a range of needs available to staff • Staff can visit the resource base to see practice they can incorporate into their own. • Peer observations by support staff to see each others' good practice in meeting needs of pupils with SEND. • SENDCo to carry out lesson observations focusing on meeting needs of disabled pupils	All staff will have a range of strategies for meeting the needs of children with common disabilities	Staff access the strategies lists and ensure they are implemented as needed. Staff aware of strategies to support a variety of needs Staff feel confident in using these strategies	Ongoing training and info sharing
New staff are aware of their responsibilities with regards to disabled pupils	• Examine job descriptions for support staff to ensure that meeting the medical needs of disabled pupils is included.	SLT	New staff understand expectations and are suited to working with pupils with disabilities	Part of induction cycle – dependent on start date

	• Include related questions in interviews			
To provide input to staff on catering for the needs of children with Autism Spectrum Disorder	• Targeted training for specific staff • Access to ASA support via telephone/visits • Access to Advisory Service for Autism training provided in school. • Staff accessing online training • Pupil profiles well established	SLT, Phase lead	Strategies implemented and pupils accessing the majority of the curriculum.	Ongoing
To ensure classrooms are Dyslexia Friendly	Provide staff training Provide dyslexia guidelines	SLT	Staff using Dyslexia Friendly strategies to support in majority of lessons,	Autumn 2023 and then ongoing
To collect and analyse data on outcomes for disabled pupils (lesson observations/end of key stage results etc).	Pupil attainment tracking reviews to include looking at disabled groups. Establish systems to collect data on attendance of disabled pupils. Collect data on disabled pupils' attendance at after-school activities. Collect data on disabled pupils' involvement in school council & buddies.	SENCo SLT Subject leaders	Each term Ongoing	July 2021 then ongoing
To develop materials that promote positive images of disability.	Staff to model respectful attitudes Ensure representation of disabled people through the curriculum (famous people/PSHE) Range of books and posters that promote disability	All staff	Disabilities and differences to be represented and respected. Increased SEND awareness included in PSHE lessons and circle time.	Ongoing

To ensure there is effective communication with parents	• Termly parent consultation meeting and reports • Annual reviews • Termly IEP reviews	SLT	Parents fully engaged with their child's learning and are well informed	Ongoing
Strand 2: To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer				
Playground is suitable for all users.	Health and safety checks regularly	Site team and SBM All staff to be vigilant	Playground is a safe place	Ongoing
Ensure staffroom is accessible to all staff	Staff room to be moved to the huts or other location if current staffroom is found to be inaccessible to any staff.	Site team and SBM	All staff freely able to use allocated staffroom	As needed.
Adaptations of the curriculum to meet the needs of all pupils	Could include: • Pastoral support • Timetable variations • SL programmes • Interventions • Fully personalised curriculum	All staff	Needs of all learners are met and positive outcomes are measured	Ongoing
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	• Club numbers reviewed termly. Where a child with specific needs attends, club number may be reduced • Active encouragement of participation in clubs for those with disabilities • Risk assessments and adaptations made	SLT and Sports Coach	All clubs are available to all children	termly

Strand 3: To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.				
To seek the opinions of stakeholders to help the school provide more accessible information. To improve availability of written material in alternative formats and ensure that all stakeholders know that alternative formats are available.	Explore services available within the LA to produce these materials. Compile resource list to enable school to produce materials if necessary. Research the type of information schools publish on their websites.	SLT	If necessary staff are able to produce written materials in different formats Parents' questionnaires A range of parent-friendly information is produced to share details about SEND / accessibility	Summer 2024 and then ongoing
To develop the school website in order for parents to have an alternative way of communicating with the school and gaining information.	Develop information available on website about SEND / Accessibility etc Gather parent views on whether the new website is easy to navigate Gain feedback from parents about the type of information now available and what else they would like information on.	SENCo and ICT team	Increased information available on website Information is accessible to its stakeholders.	Spring 2023 and then ongoing