Sudley

Primary School

Accessibility Plan 2025-2028

Aim High for a Brighter Future

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At Sudley Primary School, we believe in empowering our students to reach their full potential by embracing our key values:
Respectful, Responsible, Resilient, and Reflective

Aims

Under the Equality Act 2010, schools are required to produce and implement an Accessibility Plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities are able to participate fully in the curriculum at Sudley Primary School.
- Improve the physical environment to enable pupils with disabilities to access education, facilities and services more effectively.
- Enhance the availability and delivery of information to pupils with disabilities in accessible formats.

Sudley Primary School is committed to treating all pupils with fairness, dignity and respect. We strive to provide equal access to learning opportunities and school life, ensuring that no pupil experiences discrimination of any kind. Our inclusive approach underpins all aspects of our practice and provision.

Our principles and values reflect the protected characteristics identified within the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including no belief), sex, and sexual orientation. We actively promote a culture where diversity is respected, celebrated and valued. At every level of school life and across our wider community, we are committed to ensuring equality of opportunity and fostering an environment in which everyone feels included and respected.

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Sudley Primary School is committed to creating an environment that enables full access to the curriculum and school life for pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. We recognise and value parents' knowledge and understanding of their child's disability and the impact this may have on daily life. Appropriate support is provided to ensure that every pupil can achieve their full potential and overcome any barriers to learning and participation.

Inclusion and belonging are central to our ethos. We strive to ensure that every child feels welcomed, valued and an integral part of our school community. All aspects of school life including lessons, enrichment activities and assemblies: reflect diverse cultures, experiences and perspectives, enabling pupils to see themselves represented and respected.

Sudley Primary School's Accessibility Plan outlines how access for disabled pupils, staff and visitors will be maintained and progressively improved over time. The plan addresses the key areas of the physical environment, the curriculum and the provision of written information. We anticipate the need for reasonable adjustments and are committed to implementing these wherever practicable. The school actively challenges prejudice, stereotypes and discrimination in all forms.

We encourage all pupils to express their views and to contribute to decisions that affect them. The school works collaboratively with families, the local community and external agencies to promote inclusion beyond the classroom, fostering a shared responsibility for creating a respectful and inclusive culture.

This Accessibility Plan is available on the school website, and paper copies can be provided upon request.

Sudley Primary School is also committed to ensuring that staff receive appropriate training in equality and diversity, including their responsibilities under the Equality Act 2010 and a clear understanding of disability issues.

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The school's complaints procedure applies to this Accessibility Plan. Any concerns relating to accessibility can be raised via email at contact@sudleyprimary.com

Action Plan: This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure where possible that the school buildings and grounds are accessible for children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Ongoing	Governors/ Head	Annual premises walk-around by Governors includes reference to accessibility.
To ensure site is accessible for parents with physical disabilities for events	Regular checks of site to ensure it is easily accessible for parents with any physical disabilities Include special requirements for	Ongoing	Head Site Managers Inclusion Team	BSL interpreter booked for school shows and parent consultation events. Deaf parents are contacted via text and email to aid communication. Additional phonic and reading support given to CODA. Parents, staff and children feel that their needs are being supported.

	parents/carers in invites to school for open events etc. For example, disabled access for wheelchair and mobility scooters, qualified level 6 BSL interpreter .			
School is aware of access needs of disabled children and those with medical needs.	Create access plans/ risk assessments for individual children with disabilities. Health Care Plans written with parents, outside agencies/ professionals for those children with significant medical needs. Key staff trained in medical conditions	Ongoing	SLT/ Inclusion Team/ Office Staff	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. All staff, including support staff aware of children's medical needs e.g. diabetes Key staff feel confident and supported when caring for children with significant medical conditions. Annual refresher training given to key staff.
Ensure that all pupils with a disability can be safely evacuated.	Personal Emergency Evacuation Plans are in place.	Spring 2b	SLT, Inclusion Team, HOY	All disabled children and staff working with them are safe and confident in event of fire.
Staggered start to the school day increases accessibility to the	Staggered start times to be communicated to parents/ carers via	Autumn 1a	SLT	Children and parents, particularly those with mobility needs, anxiety, sensory sensitivities, or additional needs, to enter

physical environment by reducing congestion at entrances, corridors and playground areas. Introduce one-way system at the end of the school day on infant site.	newsletter. School gates open earlier to allow parents and carers to drop children off between 8.40am and 8.55am. New gate to be used on Dundonald Road to aid congestion. One way system to be communicated to parent/ carers via school newsletter. Parents to enter the playground via Milner Road entrance to exit via gate on Dundonald Road.			and exit the school site more safely and calmly. A reduced volume of foot traffic allows improved physical access to pathways and entry/ exit points, minimises overwhelm, and supports a smoother transition into and away from the school environment for both pupils and families.

Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
Increase confidence of staff in adapting the curriculum to meet needs of all learners	Assign INSET day and PDMs to training on adaptive teaching and the graduated approach	Ongoing	SLT/ Inclusion Manager SENDCo	Raised confidence of staff in strategies for adaptive teaching and increased pupil participation.
Ensure TAs have access to specific training on SEND/ disability issues	TAs to access relevant CPD courses throughout the academic year including Scaffolding Framework (EEF).	Ongoing	SLT Inclusion Manager SENDCo	Raised confidence of TAs and 1:1s as above.

Ensure all key staff are aware of disabled/ SEND children's curriculum access	a) Set up system of individual access plans (PLPs) for disabled/ SEND children. b) PLPs to be shared with appropriate staff	Ongoing	Inclusion Team, HOY, Class teachers	Key staff, including supply and PPA staff to be aware of individual pupil access needs
Ensure all school trips and residentials are accessible to all	Investigate residential locations to ensure accessibility for all pupils. Appropriate Risk assessments	Ongoing	Head teacher/SLT/HOY	All children in school able to access all school trips and take part in range of activities.
9. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Revise PSHE curriculum to address disability equality issues	Summer 3b	Inclusion Manager to oversee and ensure all needs are met. Headteacher/Subject leaders	Gradual introduction of disability issues into all curriculum areas. Curriculum resources include examples of people with disabilities

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Improving Access to Information

Targets	Actions	Timescale	Responsibilities	Success criteria
Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English c) Produce newsletter in alternative formats e.g. large print	Annually from September	Headteacher Admin Team	All parents get information in format that they can access e.g. paper copy, large print. Messages on SchoolPing can be translated into different languages.
2. Ensure all staff are aware of guidance on accessible formats	Provide guidance to staff on dyslexia and accessible information	Annually from September	Inclusion Manager/ SENCo	Staff to produce information for children with a specific learning difficulty in more accessible ways. Coloured paper/ exercise books and overlays to negate visual distress.
Information is relevant and up to date, identifying and sign posting forms of support for parents with children with additional needs	Website to be continuously updated and relevant information to be accessible for all	Ongoing	Headteacher SLT Inclusion Team	Parents/carers feel confident in the information they have about the school.

This document has been prepared in accordance with Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools relating to the Equality Act 2010.

The Equality Act 2010 states that a person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Special Educational Needs and Disability (SEND) Code of Practice defines ‘long-term’ as lasting, or likely to last, for 12 months or more, and ‘substantial’ as more than minor or trivial. The definition of disability includes sensory impairments, such as those affecting vision or hearing, as well as long-term health conditions including asthma, diabetes, epilepsy and cancer.

Under the Equality Act 2010, schools have a duty to make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to their peers. Reasonable adjustments may include the provision of auxiliary aids and services, as well as adaptations to the physical environment or other aspects of school provision.