

Accessibility plan

Sussex Road CP School



Approved by: FGB

Date: September 2025

Next review due: September 2026

1.Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school strives to provide an inclusive curriculum for all pupils. Teaching continually adapts to the needs of the pupils to support children to access the curriculum. The school ensures that resources, for example visuals and texts, represent people with a range of disabilities. Teachers and senior leaders track the progress of all pupils including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs and disabilities. The curriculum is continually reviewed to ensure it meets the needs of all pupils. Staff receive regular high quality professional development.</p>	<p>The implementation of Mainstream Core Standards is reviewed across the whole school. Professional development opportunities allow all teachers to facilitate the schools Inclusive Teaching Pedagogy. Formative tracking systems are reviewed. The curriculum and the resources used to teach it represent a wide range of culture diversity and disability. Ensure all classrooms are 'dyslexia friendly'.</p>	<p>Provide professional development opportunities to ensure Mainstream Core Standards are embedded across the school. Develop an inclusive teaching pedagogy that provides high quality professional development using WalkThrus and StepLab. Introduce BSquared as a tool for teachers to monitor the progress of the most vulnerable pupils effectively. Consider changing the schools tracking system, simplifying data input and pupil progress monitoring. Provide professional development to upskill teachers, ensuring they support pupils with dyslexia effectively.</p>	<p>Inclusion Leader Inclusion Leader Deputy Head Teacher Inclusion Leader Head Teacher Inclusion Leader</p>	<p>December 2025 December 2025 September 2026 September 2026 April 2026</p>	<p>Teaching will demonstrate embedded Mainstream Core Standards; the needs of the vast majority of pupils will be met through whole class teaching. The quality of teaching and learning across the school will be secure and consistent supporting good progress for all pupils. BSquared will effectively track the progress and inform the teaching of the most vulnerable pupils. Pupils with dyslexia or dyslexic profiles will feel confident in accessing their learning with independence.</p>

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<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled toilets and changing facilities • Appropriate storage at wheelchair-accessible height 	<p>The environment is consistently fit for purpose and meets the accessibility needs of all pupils, staff and visitors to the school premises.</p>	<p>Classrooms to be reallocated within the Millennium building to ensure pupils with physical disability are able to access their classroom.</p> <p>Classrooms to be monitored on a regular basis to ensure the environment is calm and clutter free, reducing distractions.</p> <p>Install a Sensory Room to enhance SEMH provision, supporting pupils in self-regulation.</p> <p>Use Communicate InPrint visuals to support pupils with language and communication needs.</p>	<p>Class Teachers</p> <p>Deputy Head Teacher</p> <p>Head Teacher</p> <p>Class Teachers</p>	<p>September 2025</p> <p>Ongoing</p> <p>September 2025</p> <p>Ongoing</p>	<p>All pupils will be able to access their classroom independently.</p> <p>Pupils will learn in environments which are free of distraction.</p> <p>Pupils with more significant SEMH needs will be able to access the Sensory Room to support their self regulation.</p> <p>Visuals will support pupils, providing a scaffold, enabling access to the curriculum.</p>

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<p>Improve the delivery of information to pupils with a disability.</p>	<p>The school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources, upon request • Access to technology to support with recording learning to suit individual needs. • Visuals <p>All pupils have a School Contact Book facilitating communication between home and school.</p> <p>Where possible, classrooms and learning spaces are fully carpeted providing better indoor acoustics.</p> <p>School staff use visual prompts to support instructions and commands.</p> <p>The school fully supports multi agency working and collaboration to support the needs of all pupils.</p>	<p>Further develop positive and impactful relationships with parents of the most vulnerable pupils.</p> <p>Improve access to school information for pupils and parents who speak English as an Additional Language (EAL).</p>	<p>Use direct personal invitations to events and workshops that are suitable and specific for identified pupils.</p> <p>Use the schools NHS Emotional Wellbeing Practitioner to facilitate parent workshops designed to support disabilities.</p> <p>Use the school website to signpost parents to appropriate additional support.</p> <p>Consult with parents of children with EAL to understand how the school can best improve its communication channels.</p>	<p>Class Teachers Inclusion Leader</p> <p>Inclusion Leader</p> <p>Inclusion Leader Head Teacher</p> <p>Inclusion Leader</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2026.</p>	<p>Parents of more vulnerable children attend events and workshops that are likely to support them.</p> <p>NHS EWP workshop registers evidence good levels of attendance.</p> <p>School website will evidence support which is signposted in weekly newsletters.</p> <p>Feedback from parents will inform the school as to how best it can improve its communication channels.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and Governing Board.

It will be approved by the Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy