

SUTTON CE VC PRIMARY SCHOOL



**Accessibility plan
March 2026**

1 Introduction

This Access Document sets out the arrangements currently in place to support accessibility within the school, having regard to the Equality Act 2010 and guidance contained within Approved Document M. It identifies existing barriers, reasonable adjustments currently implemented, and proposed measures to ensure pupils, staff, and visitors are supported in a safe, inclusive, and dignified manner.

Overall, access throughout the school is generally to a good standard and has been carefully considered in the design and use of all areas. Key provisions include:

- Senior Leadership Team (SLT) rooms are furnished with movable furniture, allowing wheelchair users to access tables and workspaces as required.
- Dining tables for students have removable seating, enabling wheelchair users to use the facilities comfortably.
- Ramp access around the side of the school ensures that all buildings are accessible to all pupils, staff, and visitors.
- Where temporary access limitations arise, such as following an injury (e.g., broken leg or arm), individual risk plans are developed and implemented to ensure safe and equitable access to all areas and activities
- Accessible parking is available in the adjacent car park, which, although not owned by the school, provides level access to the main entrance; the staff car park is not suitable for wheelchair users due to its surface finish and the presence of damage that may impede safe access

2 Specific Access Arrangements for the wider school

2.1 Main Entrance Buzzer

The main entrance intercom is positioned above the recommended accessible reach height set out in Approved Document M of between 400mm and 1000mm.

- Procedure:
 - Staff will monitor arrival points and provide assistance where required.
 - Relocation of the intercom to an accessible height will be considered as part of future improvement works.

2.2 Access to Reception

Step-free access to the Reception area is achieved via an external route through the secure play area, followed by ramps leading into the main Reception entrance area. Due to safeguarding controls, access along this route requires staff assistance.

- Office staff are trained to respond to requests for assisted access.
- Visitors are escorted through the secure line and up the ramp in a controlled and dignified manner.
- If not already in place, consider adding a standard line to external email that requests details of any assistance required prior to an individual's arrival

2.3 Reception Sign-in Point

The visitor sign-in point is positioned at a height unsuitable for independent use by wheelchair users.

- Procedure:
 - Office staff will assist visitors with the sign-in process.
 - Visitors will be supported in a respectful and inclusive manner.

2.4 Staff Room (First Floor)

The staff room is located on the first floor and is only accessible via stairs, with no lift provision.

- Procedure:
 - Where access is not possible, the ground-floor Community Room will be used as an alternative.
 - Arrangements will be communicated to staff and visitors as required.

2.5 Community Room

The Community Room does not currently include a lowered worktop in accordance with Approved Document M guidance.

- Procedure:
 - Where required, a table will be positioned adjacent to the kitchen area to provide an accessible working surface.

2.6 Individual Pupil Support

Some pupils may require additional access support to safely participate in school activities.

- Procedure:
 - A risk assessment is developed in consultation with parents/carers and the pupil to make sure any access requirements are met and suitable adjustment made.
 - Reasonable adjustments will be implemented and reviewed on an individual basis.

2.7 Accessible WC (Entrance Level)

The accessible WC at entrance level does not currently provide sufficient colour contrast to fittings.

- Procedure:
 - Contrasting wall finishes will be provided behind key sanitary fittings.
 - Colours will be selected to achieve appropriate luminance contrast in line with best practice guidance.
 - The WC will be reviewed following works to ensure effectiveness.

2.8 Mobile Classroom Accessible WC

The accessible WC within the mobile classroom is currently being used as a storage area. This reduces the clear space in front of the WC below the minimum standards set out in Approved Document B, potentially limiting access for wheelchair users or others requiring accessible facilities.

- Procedure:
 - Should the WC be required for use by a person needing accessible facilities, the storage items will be immediately removed, restoring the clear space to meet Approved Document B minimum standards.
 - Staff will be aware of this arrangement and able to ensure the area is cleared in a timely manner when required.
 - The suitability of the WC and surrounding space will be reviewed regularly to ensure it remains compliant and accessible when needed.

2.9 The Woodland Entrance

The main entrance to the Woodland (Enhanced Resource Base) does not currently provide level access. This may restrict independent access for wheelchair users or those with mobility impairments.

- Procedure:

- Where required, a temporary ramp will be deployed to provide step-free access to the Woodland entrance, subject to suitability and safe installation.
- Alternatively, access may be facilitated via the main school building, which provides level access and a continuous accessible route to the Woodland area.
- Staff will be available to assist with access as required and to ensure that movement between areas is undertaken safely and with dignity.
- Access arrangements will be reviewed on an individual basis, taking account of the needs of pupils, staff, or visitors, and adjusted as necessary to ensure reasonable adjustments are in place.

2.10 Library Access (Door Widths)

The doors to the library provide a clear opening width of less than 750 mm, below Approved Document M recommendations.

- Procedure:
 - The feasibility of increasing effective opening width will be investigated, including review of finger guards.
 - Where alteration is not practicable, an equivalent accessible room will be made available nearby as required.
 - Interim arrangements will be clearly communicated to staff and pupils.

3 General School Accessibility Measures

Reasonable adjustments will be considered for teaching, learning, and extra curricular activities; accessible toilet provision will be maintained and regularly inspected, set out through the use of individual risk assessment for individuals who have temporary access requirements e.g., broken leg or arm,

Requirements for evacuations in the event of an emergency will be managed through Personal Emergency Evacuation Plan (PEEPs) that will be developed where required for pupils, staff, or visitors who need assistance in the event of an emergency;

Staff should receive periodic disability awareness and safeguarding training.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Costs for this plan will be reflected in the school development plan.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Date completed
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We have both indoor and outdoor sensory spaces that all children in the school can access.</p> <p>We use a range of visual resources and are in the process of introducing widget across the school.</p> <p>We are developing and growing our use of ICT to support with physical, cognitive and communication needs.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Short Term</p> <p>To identify children allocated to Foundation Stage Class for the next academic year who need provision made and those due transfer to the main school or Woodland Provision ,</p> <p>Short Term</p> <p>Consider providing additional space for children with sensory processing differences to ensure they feel safe from</p>	<p>Children to visit school at least once</p> <p>Parents to have opportunity to meet SENCO before starting.</p> <p>EYFS leader/ SENCO to communicate with preschool leaders</p> <p>Termly/ annual reviews of long term and medium term plans</p>	<p>SENCO/ EYFS</p> <p>Class teachers/ SLT</p>	<p>Annually – May-September</p> <p>Termly/ Annually</p>	<p>For provision to be in place for when child(ren) start school</p> <p>All children are able to access a wide, varied and full curriculum</p>	

		<p>specific identified need</p> <p><u>Short term</u></p> <p>Ensure there is a line added to the office emails that requests details of any assistance required prior to an individuals arrival</p> <p><u>Long Term</u></p> <p>Ensure access to the school is accessible to all visitors. Including lowering the intercom at the front entrance and the accessible toilet to include contrasting colours.</p>		Headteacher/ SENCO/ Site Manager Governors		equipment to meet their needs.	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Internal signage • Pictorial representations 	<p><u>Medium Term</u></p> <p>To continually review the delivery of information for pupils with a disability. Adapt methods of communication where needed. Possible examples are:</p> <ul style="list-style-type: none"> • <i>Braille</i> 	Use referral to EP, OT, Paediatrics service and act upon their recommendations where necessary.	SENCO	Termly	Children to have resources and equipment to meet their needs.	

		<ul style="list-style-type: none">• <i>Induction loops</i>					
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy