

Sutton Road Primary School & Nursery

ACCESSIBILITY PLAN

June 2026



At Sutton Road Primary and Nursery School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, Sutton Road Primary is fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal

R= responsibility

I = in

D= delivering

E= excellence

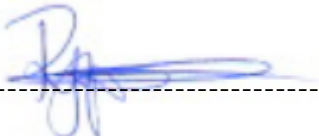
Frequency of Review: Annually

Reviewed and Approved by: The Combined Committee of the Governing Body

Date: June 2026

Date of Next Review: Summer 2027

Reviewer: Sally Harvey - Executive Inclusion Leader

Signed:  (Chair of Governing Body) Date: 09.07.2026

Purpose of the Accessibility Plan

In line with the Equality Act 2010, this Accessibility Plan sets out how the school will continue to improve access for pupils, staff, parents and visitors with disabilities by:

- Increasing the extent to which pupils, particularly those with disabilities and special educational needs can participate in the curriculum and the wider school offer
- Improving the physical environment to enable full access to education, facilities and services
- Enhancing the availability and accessibility of information for all

Our commitment to equality and inclusion is at the heart of our ethos. We believe that every member of our school community is unique, valued and deserving of dignity, respect and equal opportunity. We are committed to creating a learning environment where all individuals can participate fully, achieve their potential and feel a strong sense of belonging.

We take proactive steps to identify and remove barriers to participation. Through careful planning, collaboration with families and professionals, and the implementation of reasonable adjustments, we ensure that no individual is placed at a substantial disadvantage due to disability.

Accessibility is embedded across all aspects of school life, including the curriculum, the physical environment and communication. This plan reflects our ongoing commitment to inclusion and our belief that, together, we can enable every member of our community to thrive.

Aims

Our school aims to provide a fully inclusive environment where all pupils, particularly those with disabilities and special educational needs, can access a broad, balanced and ambitious curriculum and achieve positive outcomes. We will achieve this by:

Inclusive Provision and High Expectations

- Ensuring all pupils, staff, parents and visitors are treated fairly, with respect, and without discrimination
- Providing access to a broad and balanced curriculum, in line with the SEND Code of Practice this includes access to the National Curriculum where appropriate or a bespoke curriculum
- Promoting high expectations, aspirational targets and positive outcomes for all pupils

Early Identification and Effective Support

- Ensuring early identification and accurate assessment of pupils' needs and/ or language acquisition through close collaboration with parents, previous settings and external professionals
- Valuing pupils' strengths and using these to support learning, independence and confidence
- Implementing high-quality, differentiated teaching that is personalised to meet individual needs

Removing Barriers to Learning and Participation

- Making reasonable adjustments to enable full access to all areas of school life, including learning, enrichment activities and the wider school offer
- Improving and adapting the physical and sensory environment where necessary to support accessibility for all
- Ensuring information is available in accessible formats for pupils, parents and carers

Strong Leadership, Monitoring and Accountability

- Clearly defining the roles and responsibilities of staff, including the SENCo, Inclusion Team and Senior Leadership Team
- Monitoring the progress and participation of all pupils to ensure barriers are addressed and outcomes improve

- Regularly reviewing provision to ensure effectiveness and continuous improvement

Partnership Working

- Working in partnership with parents, carers and stakeholders to support understanding, engagement and shared decision-making
- Collaborating with external agencies where additional expertise is required
- Ensuring pupils' voices are heard and reflected in planning, review and decision-making processes

Promoting a Culture of Inclusion and Belonging

- Creating a safe and supportive environment where pupils feel confident to express their views and needs
- Encouraging participation in all aspects of school life, including pupil voice activities and wider opportunities
- Ensuring a strong culture of inclusion, awareness and respect across the school community

Staff Accessibility and Inclusion

- Staff with disabilities or additional needs receive appropriate adjustments, support and equipment to carry out their roles effectively. This includes adaptations to the physical environment, access to assistive technology, resources such as overlays and adjustments to duties where appropriate.
- Ensuring a strong culture of inclusion to support staff in their role

Legislation and guidance

This Accessibility Plan has been developed in accordance with the Equality Act 2010, specifically Schedule 10, which places a duty on schools to plan for improved access for disabled pupils over time.

The school is required to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable access to education and associated services
- Improve the availability of accessible information for disabled pupils and their families

This plan also reflects guidance from the Department for Education (DfE) and aligns with the Special Educational Needs and Disability (SEND) Code of Practice (2015).

Definition of Disability

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

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

'Long-term' is defined as lasting, or likely to last, for 12 months or more, and 'substantial' means more than minor or trivial. This includes sensory impairments (such as hearing or sight loss) and long-term health conditions (such as asthma, diabetes, epilepsy or cancer).

Reasonable Adjustments

The school has a duty to make reasonable adjustments to ensure that all pupils, particularly those with disabilities and special educational needs are not placed at a substantial disadvantage compared with their peers. This may include:

- Adaptations to the curriculum and teaching approaches
- Adjustments to the physical and sensory environment
- Provision of aids in liaison with support agencies where appropriate
- Adaptation of information into accessible formats

Implementation and Accountability

The Governing Body is responsible for ensuring that this plan is effectively implemented, resourced and reviewed. Progress will be monitored regularly to ensure continuous improvement in accessibility and inclusion.

This Accessibility Plan should be read alongside key school policies, including:

- SEND Information Report and Local Offer

- SEND Policy
- Equality Policy including Objectives
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- EAL Policy
- Behaviour, Regulation and Attitudes to Learning Policy

Commitment to Inclusion

The school is committed to ensuring that all pupils, staff, parents and visitors are treated fairly and with respect. We actively work with families and external agencies to identify and remove barriers to participation, enabling all individuals to fully engage in school life.

Through ongoing evaluation, consultation and responsive planning, we aim to continually improve accessibility across the curriculum, physical environment and communication, ensuring that every member of the school community can thrive.

Contextual Information

At Sutton Road Primary School, Mansfield, the school site is adapted to be as accessible as possible and complies with the requirements of the Equality Act 2010.

- The school operates across four separate buildings, all of which are arranged to support safe and practical access for pupils, staff and visitors.
- The school includes carefully considered intervention packages and personalised provisions for pupils with complex needs, offering adapted spaces, specialist resources and a supportive environment to meet a wide range of physical, sensory and learning needs.
- The school building and outdoor areas, including playgrounds, are accessible to pupils, staff and visitors with mobility needs wherever reasonably possible.
- The different buildings are accessed in variety of ways:
 - Step-free / ground level access is available via the **Main Entrance** to Reception & the main office
 - **The Main building:**
Ground floor, accessible via the side door facing the road (no steps)
 Extension Wing, via outside doors and platform lift into the main corridor
 Playground entrance – via steps
Second floor – only accessed by stairwells
 - **New Build** - a lift is available, providing access to upper floors for those with mobility needs and ramp access to the side doors.
 - **Moor Lane Building** – ramp access to one door and step-free /ground level access to the second door.
 - **EYFS Building** – F2 and nursery both have step free /ground level access
- All external steps around the site are clearly marked with contrasting edging to support pupils and visitors with visual impairments.
- Handrails are fitted where steps are present to provide additional safety and support.

The school is committed to continually reviewing and improving accessibility to ensure that all members of the school community can move around the site safely and independently.

Current Range of Needs and Disabilities

At Sutton Road Primary and Nursery School, we recognise that pupils may present with a wide range of needs and disabilities. The school is committed to adapting provision in response to individual needs as they arise, working closely with families, health professionals and external agencies, including Nottinghamshire SEND services.

Within our school community, pupils have a range of needs, including but not limited to:

- Autism Spectrum Condition (ASC)
- Physical disabilities
- Speech, language and communication needs
- Social, emotional and mental health (SEMH) needs
- Medical needs requiring ongoing care and support
- English as an Additional Language

When a pupil joins the school with identified or emerging needs, appropriate referrals and consultations may be submitted with relevant professionals as appropriate to ensure that effective support, guidance and provision is sought for the pupil. An enhanced induction process is in place for families with English as an Additional Language.

Medical Needs and Health Care

The school supports pupils with a range of medical conditions, including asthma, allergies and other long-term health needs.

- All staff are made aware of pupils with medical needs, allergies etc and staff receive appropriate guidance to support the pupil
- Prescribed medication is stored securely in locked cabinets or medication fridges as appropriate with controlled access for trained staff
- Inhalers and essential medication are stored safely, but remain easily accessible in line with Individual Healthcare Plans
- Parents and carers are required to complete consent forms detailing dosage, timing and administration requirements
- Clear records are maintained of medication stored and administered through Meditracker and notifications sent to parent/carer
- Key medical information is recorded securely on Arbor / Meditracker for staff to access
- First aid boxes are available in all key areas across the school and playtime and trip kits are available

The school has trained First Aiders, including staff with current Paediatric First Aid qualifications, to ensure pupils, staff and visitors receive appropriate care when needed.

Review Cycle

This Accessibility Plan covers the period 2026 – 2028.

It is:

- Reviewed at least annually to monitor progress and evaluate impact through triangulation of data, pupil voice, parent feedback and monitoring activities or as needed throughout the year.
- Fully refreshed every three years to reflect current legislation, best practice, and changes to the school environment or cohort.

Progress and updates are reported to Governors on a regular basis.

This plan is published on the school website and is available in alternative formats on request.

Accessibility Action Plan 2026 -2028

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

Area of Focus	Current Good Practice	Actions / Strategies	Who	Timescale	Review
Curriculum Access	Differentiated and inclusive curriculum Progress rigorously tracked to ensure all children are a focus Use of specialist resources and ICT Interventions used to support pupils in accessing the curriculum. Ongoing staff CPD to ensure Learning Plans and Pupil Profiles support access to a broad and balanced curriculum Bespoke curriculum in place for pupils who require this Access arrangements are used for statutory and school assessments for pupils working at the appropriate level	Ongoing work with external agencies to develop the bespoke curriculum and offer (SIS EYFS and SIS C&L) Deliver targeted CPD on adaptive teaching and meet the specific needs of children with complex needs Embed effective use of assistive technology	SLT & Class Teachers	Ongoing	
Curriculum Delivery & Resources	Use of visual supports, overlays / coloured paper & books, large print and adapted materials Resources such as writing frames, different PE equipment etc. Staff CPD to ensure they consider cognitive overload on PowerPoints and resources Strong liaison with external agencies	Expand use of accessible formats (Dual Coding & translation tools) Implement specialist advice consistently Monitor quality of adaptation	SLT & Class Teachers	Ongoing	
Classroom organisation	Classrooms are organised to promote the participation and independence of all pupils. Ensure access to resources that will support pupils to access the curriculum Consider the physical classroom environment, positioning of staff and	Develop resources to support self-adaptation. Implement specialist advice consistently	SLT & Class Teachers	Ongoing	

	pupils, effective use of space, consideration of sound and light Recommendations from agencies regarding visual impairment and hearing impairment are in place.				
Intense Intervention Package and Personalised Provision for Pupils with Complex Needs	Established intervention package that supports pupils SEMH development is in place (Hive) Continue to develop a personalised provision for pupils as appropriate. Continue to develop a provision based on the principles of the engagement model. Access to adapted spaces, resources and equipment and personalised approaches Staffing is prioritised to support pupils with complex needs Safety Plans used to support pupils. Regularly review EHCP and provision plans.	Ongoing work with external agencies to develop the bespoke curriculum and offer (SIS EYFS and SIS C&L) Monitor quality and adapt provision as appropriate Review and adapt spaces to meet the needs of children Continue to strengthen multi-agency working	SENCo, SLT & Identified staff	Ongoing	
Staff Training & Awareness	Staff training is reviewed and implemented annually and tracked to ensure compliance. Staff training is reviewed and implemented when pupils join or needs change. Ongoing training delivered by Inclusion Team and external specialists Involvement in PINS project (Partnership for Inclusion of Neurodiversity in schools)	Provide ongoing CPD in line with children's needs and staff confidence. Include all staff, including MDSAs Implement Staff SEND Consultations with the SENCO Implement specialist advice consistently	SLT	Ongoing	
Medical Needs Support	Continue and uphold robust procedures around medicines and support medical needs	Deliver regular updates (e.g. EpiPen, insulin, allergies and anaphylaxis, gastrostomy)	SLT & all staff	Ongoing	

	Trained staff (first aid / pupil specific medical needs) Detailed care plans / Asthma plans etc Strong liaison with external agencies	Maintain and review high-quality care plans and communication with families Implement specialist advice consistently	Designated First Aiders		
Physical Environment – entry & exits	Accessible site with ramps, lift (new building) and platform lift in the extension wing of the main building Signage and maintained pathways. Personal Emergency Evacuation Plans (PEEPs) in place Drag mats in place in the new building (2 storey building) to ensure emergency evacuation support and staff are appropriately trained. Staff Carpark is accessible to support disabled parents & carers, visitors or children on a prearranged basis Disabled Parking spaces / designated parking space can be identified to support staff in different buildings.	Conduct regular accessibility audits Maintain safe pathways Review and maintain pupil / staff / volunteer PEEPs	SLT / Site Team	Ongoing	
Facilities	Visual panels in internal doors Accessible toilets in each building Speech and Language / Sensory Audit completed of the school environment and actions identified. Corridors are maintained and kept clear to support access	Dual coded signage to be in place for key rooms and locations	SENCO / Site Team	Ongoing	
Annual class location	Classroom locations are reviewed each year to ensure pupils (and staff) have full access to the space they need. Consider children who may need a ground floor classroom, who may need more space	Review the needs of the children in school when deciding the location of year groups classes.	SLT	Annually	

	due to equipment, who may need immediate access to toilet facilities etc. Consider all of the above when pupils join the school during the year or if a pupils health situation changes.				
Sensory Environment	2 equipped sensory spaces across school Re-set Stations in place in all buildings Pupil Sensory Audits completed and used to inform practice and provision Interception provision in place to meet specific pupils needs A range of resources are in place to support pupils to manage the sensory stimulus Soft starts are in place to support pupils coming into school Sensory breaks used where appropriate Staff CPD to ensure they consider cognitive overload within their classrooms.	Continue to provide CPD to staff around sensory processing Develop access to sensory resources across school Develop a sensory outdoor area	SENCO / Class Teachers	Ongoing	
Educational Visits & Enrichment and extended offer	Inclusive planning to ensure access for all pupils, if offsite visits are not possible for any reason, alternative solutions are explored Risk assessments consider accessibility and trips are reviewed and risk assessed as appropriate Adapt provision where required and appropriate Adapt transport where required Adapt staffing and ratios where required. Enhanced provisions are in place to support pupils during unstructured times (lunchtimes etc)	Ensure all visits and clubs are accessible and continue to put adaptations in place	EVC / Class Teachers	Ongoing	

Use of ICT & Assistive Technology	Technology supports access to learning– use of voice record, translate, colour change. Additional technology available for individuals as needed Referrals made for specialist equipment iPads currently in place for all Key Stage 2 pupils to access.	Increase access to assistive technology Provide ongoing CPD on the use of iPads to support pupils. Refer for specialist/high-cost equipment where appropriate	SLT / Inclusion Team	Ongoing	
Information for Parents/Carers	Clear communication with parents through Facebook, letters and messages (text used for important messages to allow for translation); translation support; Staff support available – through drop in sessions / workshops Office team support parents with completing forms / access to parental Apps etc.	Ensure all communication is accessible (translations, large print, digital tools) Review website accessibility regularly Dojo to be used across school Launch Parent communication strategy	Office Staff / SLT	Ongoing	
Policy & Governance	Policies reflect inclusive practice and equality duties. Equality duties is a standard agenda item for all governor meetings	Annual review of Accessibility Plan Embed accessibility within all policy reviews; governor oversight	SLT / Governors	Ongoing	
Inclusion & Equality Awareness	Strong inclusive ethos across school. Embed positive images that reflect all of our school community around school. DEIB Lead in school promoting disability through Talking Points curriculum. DEIB assemblies annually for each year group.	Continue to promote inclusion, disability and diversity through assemblies, curriculum and training Continue to gather and respond to pupil voice to ensure a sense of belonging and representation across school	SLT	Ongoing	

Staff accessibility and workplace adjustments	Commitment to equality for all staff; inclusive ethos Continue to identify and implement reasonable adjustments for staff with disabilities or SEN needs, provide assistive technology, adapted equipment or modified workspaces where required, changes to duties. Ensure staff have access to Occupational Health and HR support when required. Disabled Parking spaces / designated parking space can be identified to support staff in different buildings. Leaders committed to fair recruitment processes for the employment of staff.	Continue to review and adapt in line with staff needs.	SLT	Ongoing	
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Map of accessibility

