



**SUNNY BANK PRIMARY SCHOOL**

**Accessibility Plan**

**2025/2026**

**Reviewed: October 2025**



## **School Plan**

### **The Purpose and Direction of the School's Plan, Vision and Values**

At Sunny Bank Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aim to develop, in a safe and caring, family environment, the full potential of every child. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

The school has a duty to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act 1995 (DDA) and have been replicated in the Equality Act 2010. This Accessibility Plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. We are committed to providing a fully accessible environment which values and includes all pupils, parents and visitors regardless of their educational needs, physical, sensory, social, spiritual, emotional and cultural needs.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the parking on site for pick up/drop off of disabled pupils and disabled parents/carers

## Information from Pupil Data and School Audit

- The school currently has an average 44% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties, dyslexia, dyspraxia, Autism, hearing impairment, social, emotional and mental health difficulties, vision impairment, cognition and learning difficulties. It also includes medical needs, such as severe allergies and specific medical needs e.g., diabetes.
- The school has physical access to all entrances, some by slope and there are disabled pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 1 designated disabled space. All play areas are fenced off from the car park by a locked gate or are sited to the side and rear of the building away from the car park.
- The school field is situated behind the school buildings.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly points are on the playgrounds. We will review the provision of a visual alarm should the need arise.
- Space for quiet work and small group work is very limited.
- Furniture and equipment are selected as standard, age related as appropriate.
- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are Included in productions, music, PE and class assemblies. School visits are made accessible to all children irrespective of attainment or impairment.
- Teachers and Learning Support Assistants attend SEND CPD as appropriate to support specific needs. Teachers work closely with LSAs to address pupils' personalised targets and liaise with specialist and support services.
- Learning Mentors and the Family Liaison Officer provide additional support for pupils, staff and parents in implementing strategies for improving pupils' behaviour and access to learning.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching strategies.

- Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and diabetic injections. There is a register of children with medical needs.
- Photographs of children with specific medical needs or allergies are entered into a folder which is held in individual classrooms. Information relating to these children is also passed on to lunch-time staff.
- Epi-pens, insulin and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompanies trips where necessary.

### **SUNNY BANK PRIMARY SCHOOL ACCESSIBILITY PLAN**

1. Increasing the extent to which disabled pupils can participate in the school curriculum					
Priority	Lead people	Strategy/Action	Resources	Time	Success Criteria
Training for teachers on adapting the curriculum and effective communication with parents Ensure support staff have specific training on disability issues	SENCO HOS	Staff training and meetings with parents of SEND pupils arranged	Training time TA Time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed All staff are aware of individual needs
Training for staff on increasing access to the curriculum for SEND pupils Ensure all people with physical disabilities have a PEEP and can be safely evacuated.	SENCO HOS School nurse STLS	On-going training on Autism, Irlens, Dyslexia and Dyscalculia, Hearing impairment, Speech & language, sensory needs & physical disability, wellbeing and social and emotional health.	Training time TA Time allocated to create access plans for individual disabled children as part of the Health Care Plan in place for evacuation of the building.	In place & ongoing	Increased access to the curriculum Needs of all learners met All learners can be successfully evacuated - Investigate the possibility of installing visual as well as auditory alarm system if the need arises.

		Ensure use of simple Makaton is evident in every classroom			Makaton is used as an extra form of communication for all pupils
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCO HOS	I-Pads with Clicker apps Communication in Print Sloping boards for pupils with fatigue problems or physical disability Coloured overlays and/or paper and the use of coloured backgrounds on interactive whiteboards for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Move and sit cushions, fidget toys and a sensory area for pupils with sensory needs. Staff trained as appropriate.	Specialist equipment as listed	In place & ongoing  Sensory area to be set up April 2021	Increased access to the curriculum.  Needs of all learners met.
<b>2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</b>					
<b>Priority</b>	<b>Lead people</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Appropriate uses of colour schemes for internal/external decoration to benefit pupils with a range of visual impairments	SENCO Caretaker SLT	Follow advice on contrasting colours & re-decorate as necessary. To review and update following discussions with advisers, parents and pupils	Cost of redecoration Build into maintenance plan	In place & reviewed as needed	Physical accessibility of school increased areas maintained on a regular basis.
Provision of wheelchair accessible toilets with changing facilities	SENCO Caretaker SLT	Maintain disabled toilet facilities in both buildings	Maintenance costs	In place & ongoing	Physical accessibility of school increased wheelchair accessible toilet and changing facilities available Disabled toilet facilities in two areas
Improve the quality of provision for children with specific special needs	SENCO Learning mentors TA's	Develop opportunities so that pupils with sensory needs can have a safe space during break times. Ensure system	Create and develop sensory opportunities at break time	In place & ongoing	The school experience enhanced for children with specific special needs  Safe space established

		allows safe wheelchair transportation around the site.			
Maintain safe access around exterior of school	HOS Caretakers	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in grounds maintenance contract	Ongoing	People with disabilities able to move unhindered along exterior pathways.
All school visits and trips need to be accessible to all pupils	Class teachers	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible. Risk assessments in place	Time for teachers to plan and review for individual pupils	As and when required	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all	Sports Leaders Class teachers	Review PE curriculum to include a full range of sports suitable for all abilities	As required	Ongoing	All pupils have access to PE and are able to excel. TA's and Teachers will support as necessary
Ensure children with disabilities can take part equally in lunchtime and after school activities	SENCO TA's Learning mentors	Support available to ensure safeguarding of all pupils in and out of class activities.	As required	Ongoing	Children with disabilities feel safe and able to participate equally in out of school activities.
<b>3. Improving the parking on site for pick up/drop off of disabled pupils and disabled parents/carers</b>					
<b>Priority</b>	<b>Lead people</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Availability of designated parking spaces	HOS SENCO	Clearly marked disabled parking spaces are obvious and close to the school building. Manage these spaces so that they are not used incorrectly	Signs detailing that the spaces are designated for our disabled pupils Member of staff to monitor	Additional spaces built into plans for new build	Disabled parking spaces are clearly marked. No spaces are used incorrectly.