



Accessibility Plan 2023-2026

Date ratified

March 2023

Next review

March 2026

Signed by Chair of Governors

KE Maynard

Accessibility Plan 2023-2026

Sutton Park Primary School is committed to inclusive education for all. This means providing a school environment that enables full curriculum access. Sutton Park values and includes all pupils, staff, parents, carers and visitors regardless of their educational, physical, social, spiritual, emotional and cultural needs.

This plan is drawn up in accordance with the Equality Act 2010. This Act states that ‘...schools cannot unlawfully discriminate due to age, disability, gender (or gender reassignment), marital status, pregnancy and/or maternity, race, religion or belief, sex or sexual orientation.

In performing their duties, all governors and staff will have regard to the Equality Act 2010.

Definition of Disability

Disability is defined by the Equality Act 2010:

‘A person has a disability if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to carry out normal day to day activities’.

Key Objective

To reduce and eliminate barriers to full participation in the school community for pupils, staff and visitors across the school’s curriculum, teaching and learning, pastoral and medical support, site and online presence.

Principles

Compliance with the Equality Act 2010 is consistent with the operation of the school’s SEN Information Report.

The school recognises its duty under the Equality Act 2010 to:

- carry out accessibility planning, removing barriers for disabled pupils to ensure access to a full curriculum.
- increase the extent to which disabled pupils can participate and achieve in the curriculum, including staff development where necessary;
- improve the physical environment of the school to enable disabled pupils, staff and visitors to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils, staff and visitors.

The school recognises and values parents and carers’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents and carers’ and child’s right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, co-designed and co-planned across the Central Region Schools Trust, adapted and adjusted to meet the needs of individual pupils, and enable all to achieve strong outcomes.



The accessibility plan comprises four key areas, where continued development strives to promote inclusion, eradicate any unfair or discriminatory practice and celebrate diversity. These four areas are curriculum, teaching and learning, pastoral/medical support and estates/site management.

Curriculum

Target	Task undertaken	Monitoring
Sutton Park's curriculum enables all pupils to achieve positive outcomes	<ul style="list-style-type: none"> • Subject leaders and class teachers co-plan and co-design the curriculum alongside the relevant teams from Central Region Schools Trust to enable strong outcomes. • The curriculum continues to be designed around four key aims: knowledge, attributes, skills and experiences (KASE), which are seen to be the 'foundations' of strong curriculum design • Curriculum content is designed in a 'spiral,' enabling pupils to build on their prior learning between year groups. • The curriculum is co-designed across the Trust, enabling expertise to be shared between schools in improving access 	<p>T&L QA activities – learning walks and pupil book study (SLT, subject leaders and SENDCo).</p> <p>Co-design Groups/ year team networks (Class teachers and subject leaders)</p>
Sutton Park's curriculum is representative of a diverse, culturally rich community, taking opportunities to celebrate diversity and address strands of social, moral, spiritual and cultural development	<ul style="list-style-type: none"> • Subject leaders co-plan and co-design the curriculum to include, represent and celebrate a broad cultural experience • The Trust maintains a commitment to the creative and cultural learning of all pupils, embedding this within the curriculum across all subjects/disciplines • Sutton Park continues to engage with current affairs, significant cultural and religious dates, and awareness campaigns. 	<p>T&L QA activities – learning walks and drop-ins (SLT, subject leaders).</p> <p>Core Design Group and T&L QA activities – learning walks and PBS (SLT, subject leaders).</p> <p>Co-Design Groups</p>
Sutton Park's curriculum maintains high expectations for all	<ul style="list-style-type: none"> • Subject leaders co-plan and co-design the curriculum across the school and the Trust to enable strong outcomes 	<p>T&L QA activities – learning walks, curriculum assessments and action planning (SLT, subject leaders, line</p>



	<ul style="list-style-type: none"> • Subject co-design groups strive to promote strong outcomes for all pupils, including those with low prior attainment or those with patterns of underachievement or poor retention. • Extracurricular opportunities and curriculum experiences enable pupils to engage with subject material beyond the classroom, including targeted enrichment for pupils who may underachieve due to a protected characteristic 	<p>managers, SLT).</p> <p>Core Design Groups (SLT, subject leaders, line managers, SLT).</p>
Sutton Park's curriculum promotes experiential opportunities for all pupils	<ul style="list-style-type: none"> • Staff plan curriculum experiences to include all pupils, enabling pupils to become autonomous, responsible learners/citizens. • Experiences may be educational visits, which are co-ordinated by the EVC, who is trained and experienced in supporting pupils with physical difficulties and/or additional needs • All staff engage in regular training from the EVC to ensure inclusive practice sits at the heart of planning for educational visits, ensuring all pupils are able to engage in the experience with a robust risk assessment in place • No pupil will be excluded from a trip due to a disability or protected characteristic 	<p>Enrichment tracker analysis (SLT).</p> <p>EV1 scrutiny/evaluation (EVC)</p> <p>Co-Design Groups (subject leaders, SLT)</p>

Teaching and Learning

Target	Task undertaken	Monitoring
Teaching and learning at Sutton Park is inclusive for all pupils, enabling pupils with SEN (across cognition and learning, communication and interaction, social, emotional and	<ul style="list-style-type: none"> • All teachers deliver sequences of learning in line with the Trust teaching and learning policy. The Trust policy, including the learning cycle and ten components, are designed by Senior Trust Leaders (STL) and the Core Co-Design Group for Teaching and Learning across the Central Region Schools Trust Trust, in partnership with the School Improvement team. 	<p>T&L QA activities – learning walks, PB Study (SLT, subject leaders, SENDCo)</p> <p>SENDCo monitoring</p>



<p>mental health, and physical/sensory) and disabilities to thrive</p>	<p>Inclusion and high aspirations for all pupils is a key consideration in this strategic work.</p> <ul style="list-style-type: none"> • Lessons utilise the Central Region Schools Trust learning cycle: connect – inform – explore – apply • Lessons embed the Central Region Schools Trust ten components to support great teaching within sequences of learning: access prior knowledge; make connections and identify gaps; utilise expert modelling; rehearsal and revisits; integrate powerful questioning; check understanding; develop metacognitive awareness; develop enriched vocabulary; provide purposeful feedback and guidance; allow for practice and preparation. • QA processes and the SENDCo, identify strengths and areas for development around inclusive practice • Coaching programmes are in place to support teachers with developing inclusive practice 	
<p>Teaching and learning at Sutton Park enables pupils with physical or sensory difficulties to access learning</p>	<ul style="list-style-type: none"> • Teachers plan inclusive lessons, enabling all pupils to access learning despite barriers • Class teachers and the SENDCo identify additional difficulties for pupils where appropriate and implements appropriate strategies (e.g. word processing) to support inclusion • Achievement assistants support pupils with physical and/or sensory difficulties where appropriate • Close professional partnership with the Chadsgrove Outreach Team supports pupils with physical difficulties through: <ul style="list-style-type: none"> • Loaning of equipment • Ongoing training and guidance • Reviews of pupil progress and outcomes • Access to specialist facilities 	<p>T&L QA activities/pupil outcomes QA (SENDCo and SLT)</p> <p>Stakeholder voice analysis – pupil, parent/carer and staff (SLT/SENDCo)</p>



	<ul style="list-style-type: none"> • Close professional partnership with the hearing/visual/multi-sensory impairment team supports pupils with sensory impairments through: 	
Teaching and learning at Sutton Park is supported with relevant CPD around inclusion, SEN and disabilities	<ul style="list-style-type: none"> • CPD calendar regularly features ongoing CPD around the four areas of difference in SEN: cognition and learning; social, emotional and mental health; speech, language and communication; sensory and/or physical, as determined by academy improvement priorities and cohorts • Bespoke training is delivered to the support staff to offer high quality wave 2 and wave 3 support for pupils • Regular CPD opportunities feature specialists from the SENDSupported Team and other external partners to ensure practice is current, research based and impactful 	<p>T&L QA activities – learning walks (CPD lead and SENDCo)</p> <p>CPD schedule (CPD lead and SENDCo)</p> <p>TA QA programme (SLT and SENDCo)</p>
Teaching and learning at Sutton Park is supported by effective in-class support by Achievement Assistants	<ul style="list-style-type: none"> • Achievement assistants receive regular CPD around impactful wave 1 strategies, as informed by the EEF “Making Best Use of Teaching Assistants’ research, following the Deployment and Impact of Support Staff study (2011) • Regular staff training directed to relevant staff around effective deployment of in-class support 	<p>PM line management (MLT and SLT)</p> <p>CPD programme (SLT and SENDCo)</p>
Teaching and learning at Sutton Park is supplemented by effective interventions to diminish differences at wave 2 and wave 3	<ul style="list-style-type: none"> • Ongoing CPD delivered to achievement assistant team around interventions • QA programme in place to ensure quality of provision in wave 2 and wave 3 interventions • Interventions targeted and bespoke to pupil needs 	<p>SEN – pupil outcomes and lowest 20% reader progress (SENDCo and SLT)</p> <p>QA monitoring – pupil outcomes (SENDCo and SLT)</p>
Educational visits are inclusive for staff and pupils	<ul style="list-style-type: none"> • EVC is trained and experienced in leading inclusive trips which enable active participation for pupils with protected characteristics 	<p>QA activities (SLT)</p> <p>EV1 scrutiny (EVC)</p>



	<ul style="list-style-type: none"> • EVC delivers regular training updates to staff, to ensure all trips are planned and led on the principle that no pupil shall be excluded from a trip due to a protected characteristic • EVC ensures risk assessments are robust and regularly reviewed, including liaison with specialist agencies where necessary 	Stakeholder voice – parents and carers, pupils and staff (SLT)
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Pastoral/Medical Support

Target	Task undertaken	Monitoring
Pastoral support is effective and available for all pupils who may experience difficulties due to a protected characteristic	<ul style="list-style-type: none"> • Safe spaces created in school accessible to all pupils, including Thrive and sensory rooms. • Nurture and base provision enables SENDCo to support pupils who require enhanced access to safe spaces to secure positive curriculum engagement • CPD programme targets pupil needs reflective of the cohort (e.g. supporting additional needs, trans identities, cultural differences) 	Thrive analysis Pastoral QA – alternative provision (SENDCo and SLT)
Personal care routines are efficient, effective and preserve the dignity of pupils	<ul style="list-style-type: none"> • Personal care toileting facilities identified, including discreet storing of appropriate equipment • Regular training and refreshers of personal hygiene routines • Chadsgrove Outreach support with ongoing training as appropriate to pupil needs 	SENCDQA Stakeholder voice (pupils, parents and carers) (SLT)
All staff engage in appropriate training around medical conditions appropriate to pupil needs	<ul style="list-style-type: none"> • All staff receive annual training for anaphylaxis • Targeted staff receive additional training around identified needs in relation to teaching cohorts (e.g. epilepsy, asthma, diabetes) 	CPD programme (SLT) Educare/provider training logs (First Aid Team)



Estates/Site Management/Online

Target	Task undertaken	Monitoring
Classrooms are optimally organised to enable inclusion of all pupils, staff and visitors	<ul style="list-style-type: none"> Classrooms enable movement of a person with a physical difficulty where appropriate (e.g. spacing of desks, height adjustable desks in place, specialist equipment available) Classrooms are laid out to ensure pupils with visual/hearing impairments are optimally seated in the classroom (lift is used for lower level). 	<p>Site walk and analysis (Site Manager)</p> <p>Lift analysis</p>
The school site is optimally organised to enable inclusion of all pupils, staff and visitors	<ul style="list-style-type: none"> Automatic doors are maintained and regularly checked, to enable independent access to the school site Social spaces are optimally organised, including provision of ramps where appropriate, to enable social integration of pupils with physical difficulties. 	<p>Site walk (Site Manager)</p>
Entry and exit from the site is optimally organised for all pupils, staff and visitors	<ul style="list-style-type: none"> Disabled parking spaces are allocated and accessible to the school Accessible toilet facilities are available across the site, and regularly checked Grit and other appropriate tools/resources are available to ensure walkways are safe in the event of inclement/snowy weather Access is permitted to the car park for pupils, staff and visitors with a physical difficulty 	<p>Site walk and dashboard analysis – (Site Manager)</p> <p>Estates QA (Site Manager)</p>
Emergency evacuation procedures identify appropriate and effective support for all pupils, staff and visitors	<ul style="list-style-type: none"> Pupils and staff with a physical difficulty have a Personal Evacuation Plan (PEP) in place Robust processes are in place to ensure the evacuation of a visitor with a physical difficulty 	<p>Site walk and compliance checks (Site Manager)</p> <p>Stakeholder voice and PEP QA (SLT)</p>



	<ul style="list-style-type: none"> • Emergency evacuation protocol includes responsibilities for ensuring pupils with a PEP are safely evacuated from the building 	
<p>The website is optimally organised for all pupils, staff and visitors</p>	<ul style="list-style-type: none"> • Website design is clear. • Translated paper copies of the website and other correspondence are available via the school office • Social media presence and website script uses standard English in order to support translation via third party services (e.g. Twitter, YouTube) 	<p>Regular compliance checks; line management (SLT/LAGB)</p>