



DARWEN ALDRIDGE
SUDELL ACADEMY

Accessibility Policy

22/25

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I. 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Sudell Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

The Sudell Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations staff and governors of the school. Other, outside agencies and specialists have also been consulted.

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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 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Health and Disability Information Sharing

We aim to ensure that we receive accurate information about health and disability from parents of children who apply for a place at Sudell. We carry out home visits for all of our new starters into EYFS and hold an information evening for parents where we support the completion of admissions forms. For parents and carers of children already at the school, we collect information relating to health and disability as part of our data collection procedures. We have built strong relationships with our families and have regular formal and informal conversations which allows for support and information sharing to be achieved.

4. 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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> - We offer a differentiated and, where appropriate, personalised curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils - Trips and visits are carefully considered with adaptations to transport, ratios and staffing made to include all pupils 	To continue to work alongside pupils, families, medical professionals and specialist staff to ensure all pupils have equal access to learning.	<p>Continued staff training on differentiating the curriculum and meeting all pupils' needs</p> <p>Where necessary:</p> <ul style="list-style-type: none"> - Liaise with external agencies regarding specialist equipment / medical needs - Implement The Engagement Model of tracking progress. 	Principal SENDCO	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The school is a single storey building with wide corridors and several access points from outside. KSI areas have wide door access to all rooms and two disabled toilets, both fitted with a handrail and a pull emergency cord, one of which includes showering and changing facilities. The hall is central in school and is accessible to all. On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby which is fully accessible to wheelchair users. The school has internal emergency signage and escape routes are clearly marked.</p>	<p>To maintain the current accessibility of the building and adapt to presenting needs in a timely manner.</p>		<p>Principal SENDCO Estates Team</p>	<p>Ongoing</p>	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils, staff, parents and visitors with disabilities.	<p>Our school uses a range of communication methods to make sure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Internal signage - Text messages - Modified large print resources - Visual prompts / representations - Telephone calls to share key information alongside letters 	Maintain and expand the use of visual prompts/ representations to support communication for all.	Liase with specialist staff regarding modified resources (where appropriate)	Principal SENDCO	Ongoing	

5. Monitoring arrangements

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

It will be approved by the Principal in conjunction with other stakeholders

