



Sutton-on-Sea Community Primary School Accessibility Plan

November 2025 – November 2028

Our Vision and Values

To ensure every child is safe, resilient and achieves their potential by creating an environment in which everyone is challenged and supported to be the best version of themselves.

We believe everyone can achieve

1. Introduction

This Accessibility Plan outlines how the school will improve access to the curriculum, physical environment and written information for pupils with disabilities over a rolling three-year period.

It is written in line with the Equality Act, 2010, SEND Code of Practice (2015) and the Children and Families Act (2014).

We recognise that access is not only about physical entry but also about participation, independence and equal opportunity. We aim to remove barriers that prevent pupils from achieving their full potential.

2. School Aims

Our aims are to:

- Create an inclusive school where every pupil feels welcome, valued and able to learn.
- Identify barriers to learning and remove them quickly.
- Provide high-quality teaching and curriculum adaptation for pupils with SEND or medical needs.
- Ensure equal access to trips, clubs, performances and extra-curricular activities.
- Make the site physically accessible and safe.
- Improve staff knowledge, confidence and skills in supporting pupils with disabilities.
- Work in partnership with parents, pupils and external agencies to meet complex needs.
- Promote positive attitudes towards disability and difference across the school community.

3. Current Position

We already have:

- Ramps, handrails and wide corridors and doorways, allowing wheelchair and mobility access.
- Accessible toilets and changing facilities.



- Visual Signage and safety markings.
- Classrooms arranged to allow movement and safe evacuation.
- Staff experienced in supporting a wide range of needs.
- Differentiated planning and adaptive teaching approaches across the school.
- A clear SEND policy, Medical Needs Policy and Equality Statement.
- A SENCO who co-ordinates SEND provision across school.

This plan builds upon existing strengths and outlines priorities for further improvement.

4. Improving Access to the Curriculum

Objective	Actions	Responsible	Timescale	Success Indicator
To ensure that teaching meets the needs of all pupils with SEND.	Staff CPD	SENCO/Head	Ongoing	Staff confidently adapt lessons, physical resources/scaffolding evident, a variety of ways to evidence learning are available and valued. Pupil outcomes improve.
Improve access to learning resources to promote independence.	Provide laptops, reading rulers, writing slopes, pencil grips, now/next boards, large print materials, coloured overlays, sensory equipment.	SENCO/Class Teachers	Ongoing	Pupils use tools independently to access learning. Pupil confidence and outcomes are improved.
Improve communication and interaction	Increase use of visual timetables, task boards, dual coding (widget/PECS), social stories, collaborative learning, oracy, use of SHREC approach from EYFS (EEF). WELLCOMM and Black Sheep assessments are used to screen early language. SALT referrals are made quickly where needed.	Class Teachers/TAs	Ongoing	Pupils actively participate in lessons. They follow routines and instructions successfully. They communicate with confidence. Verbal communication is promoted, valued and celebrated across school. Pupils struggling receive appropriate intervention. Pupil outcomes are improved.
Ensure access to the wider curriculum.	Adaptations to PE, visits, music, clubs – adult support is	SLT/Teachers	Ongoing	Pupils with SEND fully participate in extra-curricular life.



	provided where needed.			
--	------------------------	--	--	--

Additional detail:

- Teachers plan personalised targets on learning plans.
- Work is chunked, scaffolded or pre-taught when needed.
- Instructions are short and simple and information carrying words repeated routinely.
- Teacher delivery is short, simple and clear enabling maximum time for pupils to apply their learning and demonstrate understanding.
- Formative and summative assessment data is used to track progress and adapt provision.
- Teachers intervene quickly to close identified gaps in learning.
- Pupils understand their targets and contribute to them – pupil voice is recorded on all learning plans.
- Parents understand children's targets and contribute to them – parent voice is recorded on all learning plans.

5. Improving Physical Access

Objective	Actions	Responsible	Timescale	Success Indicator
Maintain an accessible environment	Annual site visits and audits, daily site walks, removal of hazards, clear signage, appropriate lighting	Caretaker/Governors	Daily and ongoing	Site remains compliant and safe for all pupils
Ensure access to toilets/changing	Keep accessible toilets fully equipped, clear and hygienic, install hoists or showers if needed, individual toileting plans in place	SLT/Teachers/TAs, caretaking and cleaning staff	Ongoing and as required	All pupil's medical and personal care needs are met with dignity
Safe evacuation for ALL pupils	Personal Emergency Evacuation Plans (PEEPS), procedures, policies and staff briefing up to date, regular practices.	SLT	At admission, frequent reviews, staff CPD ongoing	All pupils can exit safely in an emergency
Outdoor learning access	Ensure playground and field routes are accessible and safe	Caretaker	Daily	All pupils participate in outdoor learning and activities



Additional detail:

- Improvements are monitored and logged by governors.
- Adjustments are made for individual needs (wheelchair users, sensory needs) on a bespoke and timely basis.

6. Improving Access to Written Information

Objective	Actions	Responsible	Timescale	Success Indicator
Make school information accessible to all parents	Letters in large print, support for reading available, additional copies (paper) from school office, coloured paper, simplified language, translation/braille/audio available.	Admin Team SLT	Ongoing	Parents report improved access. All parents are able to access communication and information and know what to do if not.
Improve classroom communication supports	Use of symbols and dual coding (widget), now and next boards visual, visual timetables, visual success criteria and reminders, working walls, simple step by step instructions supported by visuals and chaining/task boards, wrist bands/5 point scale and other non-verbal communication methods provided on an individual basis. Resources available in the classroom to support pupils independently when they are 'stuck'. Advice from SALT is sought and followed on an individual basis. Staff trained in Makaton.	Class Teachers/TA SENCO	Ongoing	Pupils understand learning and routines without adult prompting. They freely access the resources and support within the classroom to support their learning. All pupils have a means of communicating with which they feel comfortable.



Sutton-on-Sea Community Primary School

"We believe everyone can achieve."

Offer alternative formats	Individual support to help parents to read information, use of immersive reader, enlarged text, reading rulers, coloured overlays, braille (via LA service), printed visuals, translator service on the school website.	Admin Team	Ongoing	Pupils and parents can choose formats that meet individual needs. All pupils and parents can access the information that they need.
---------------------------	---	------------	---------	--

Additional detail:

- Pupils with EAL are able to use translated versions of key information through the school website. School seek support from EMTET as required and on an individual basis to support communication.
- School website complies with all accessibility requirements.

7. Involvement and Consultation

We work closely with:

- Parents and carers - we operate an open door policy as well as providing opportunities for parent feedback and input through offering consultations and surveys, meetings, phone calls and termly reviews. Parent voice is recorded on all SEND documentation.
- Pupils – pupil voice is recorded on all SEND documentation, it is gathered as part of monitoring tasks for all curriculum subjects and SEND provision throughout the year and is included in planning for transitions at all key stages.
- External professionals – we refer to and consult external professionals on an individual basis as required to seek further expertise to meet needs across all areas of SEND. Our SENCO also uses the ASK SALL service to seek additional advice and support from the SEND team at Lincolnshire County Council. The SENCO maintain good working relationships with all SEND caseworkers for children with EHCPs and also professionals at the pupil reintegration team at the local authority.
- Governors – we share action plans, SEND reports and policy reviews regularly with the governing body to enable them to monitor provision. Regular meetings take place between the SENCO and governor with responsibility for SEND.

Feedback from all of the above informs policy and provision including staff training, resource acquisition and planning and future improvements.



8. Monitoring and Reviewing the Plan

This plan is formally reviewed every 3 years or sooner if a pupil's needs require it.

Impact and progress is monitored by:

- Pupil progress data
- SEND learning plan and EHCP reviews
- Site accessibility checks
- Health and Safety Audit
- Parent and pupil voice
- Staff voice
- External agency advice and reports