



Sunningdale School

Accessibility plan 2025– 2028

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

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.

At Sunningdale School we believe that every child can 'Be More...'

This will be different for every child. Believing that every child can Be More means that:

- We never underestimate a child's potential .
- Every child's potential will be different and individual to them.
- The aspirations for every child will be different and individual to them.

Because of this...

Every child's targets, curriculum, assessment and outcomes will be different and individual to them

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. This includes working with partners at Together for Children, Sunderland Council and the Northern Lights Learning Trust.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupil voice, staff consultation/ sharing and governor consultation/ sharing.

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 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Feb 2026: This policy complies with our funding agreement and proposed articles of association.

3. 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
<p>Increase access to the curriculum for pupils with a disability</p> <p>Value and acknowledge all meaningful progress.</p>	<ul style="list-style-type: none"> The schools utilises a highly personalised planning system supported by our specific Personalised Learning Plans (PLPs). We use these to set very small stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP). Pupils at Sunningdale School are ipsatively assessed termly based on a range of factors 	<p>Evaluate curriculum content to ensure that it accurately reflects 'real world' context in order to support preparation for adulthood given changing complexity of school cohort.</p> <p>Ensure that core curriculum offer meets need of pathway descriptions of presentation accurately.</p>	<p>Review pathway descriptors and evaluate curricuylum content in line with this.</p>	<p>CB</p>	<p>July 26</p>	<p>Descriptor of pupil presenting needs are accurate.</p> <p>Curricular approaches are closely matched to descriptors.</p>

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	<p>unique to them. Evidence for this assessment is varied and heavily moderated.</p> <ul style="list-style-type: none"> Sources include developmental assessment frameworks, engagement profiles, understanding of engagement motivators, recorded observations (video, photographs, written), deep dive pupil progress meetings and professional opinion. <p>The developmental assessments that form part of this process are also matched to the needs of the individual pupil and the overarching aims of the curriculum</p>					

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	<p>pathway that they are currently accessing.</p> <ul style="list-style-type: none"> The curriculum and pupil pathways are regularly reviewed to make sure it meets the needs of all pupils. 					
Improve and maintain access to the physical environment	<p>The environment is bespoke and highly adapted to the needs of pupils as required. This includes a range of specialist facilities such as rebound therapy and hydrotherapy rooms but also more general accessibility adaptations such as:</p> <ul style="list-style-type: none"> Ramps Tracking hoists Elevators Corridor width Disabled parking bays 	<p>Ensure there is adequate storage for equipment and wheel chairs in corridors.</p> <p>Ensure Ramps and pathways are well maintained and provide site-wide access for all pupils.</p>	<p>Evaluation and monitoring of wheel chair/ equipment storage spaces</p> <p>Monitoring of spaces and updates provided to SLT.</p>	<p>SR (supported by SBM and site team)</p> <p>EC</p>	<p>Annual July 26 July 27 July28</p> <p>Termly</p>	<p>Corridors clear and accessible at all times to pupils.</p> <p>Pupils able to access full site via preferred mode of ambulance.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Varied height furniture for accessibility • Height adjustable furniture 					
Improve the delivery of information to pupils with a disability	The school utilises a 'Total Communication' approach. Total Communication is an approach which facilitates and promotes all necessary modes of communication; including (but not limited to) speech, sign language, use of symbols, photographs, objects, gesture and writing or drawing. Behaviour that challenges is also considered a form of Total Communication. This approach is inclusive and supports all pupils to	Ensure that all communication types are available to pupils in all physical environments.	<p>Communication boards available in outside areas/ yards/ extended environment.</p> <p>Sound buttons, symbols and braille at entrances to all areas.</p> <p>All staff to carry symbol sets on lanyards.</p>	<p>LN</p> <p>AH supported by Administration Team</p> <p>LN (Supported by AH and VF)</p>	<p>July 26</p> <p>July 26</p> <p>Apr 26</p>	Preferred communication available to all pupils in every physical environment.

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	<p>reduce communication barriers using forms of AAC where appropriate.</p> <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Objects of reference • Makaton • Symbols (widget) • Pictures/ Photos • Internal signage including 'sound buttons' • Large print resources • Braille • Induction loops (as per needs) 					

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher supported by members of the Senior Leadership Team and Middle Leadership Team.

It will be approved by the Headteacher and Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Role	Name	Signature	Date
Policy Author (if not HT)			
Headteacher	J. Waller		November 2025
Chair of Governors	P. Dunn		November 2025
Reviewed	Changes/ Updates		
November 2026			
November 2027			
November 2028			