



# Richard Bonington Primary School.

**Accessibility Plan  
2025-2029**

## Legislative Compliance

This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

### Definition of Disability:

Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### The purpose and direction of the school's plan: vision and values

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We promote the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background. Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

### The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities.

## Introduction

This Accessibility Plan outlines how Richard Bonington Primary and Nursery School intends to improve access to education for pupils with disabilities from September 2024 to July 2027. It builds upon the previous plan (2020–2024) and reflects recent improvements and current practices to ensure all pupils have equal access to the curriculum, physical environment, and information

<b>Objective 1: Physical environment</b>				
<b>Objective</b>	<b>Strategies</b>	<b>Timescale/ Person responsible</b>	<b>Success Criteria</b>	<b>Review</b>
To improve facilities for pupils with physical disabilities.	Installation of both free-standing and ceiling-mounted hoists in the access toilet	LB to over see. PDSS/Arc partnership.	Pupils with physical disabilities are safely and comfortably supported during personal care routine	June 2026- free standing and 2 mobile hoists in school
	Regular maintenance and staff training on safe usage.	NL to organise.		June 2026- training given by PDSS and updated yearly for those with manual handling training. Regular maintenance as per the maintenance schedule.
	Regular inspection and maintenance of all access ramps to ensure they are safe and unobstructed.	Site manager. Weekly inspection.		Pupils and visitors using wheelchairs can access all areas of the school site safely and independently.
To support pupils with visual impairments in navigating the school site.	Paint external railings and step edges in bright yellow for high visibility.	Site manager	Pupils with visual impairments can move around the site safely and confidently.	June 2026-To take place Aug 2026
	Refresh paint regularly as part of site maintenance schedule.	Site manager-yearly refresh		June 2026- to be marked as every 2 years on Every.
	Regular inspections to ensure no trip hazards.	Daily walk round.		Monthly inspection by site manager.

<b>Objective 2: Access to the curriculum</b>				
<b>Objective</b>	<b>Strategies</b>	<b>Timescale/ Person responsible</b>	<b>Success Criteria</b>	<b>Review</b>
To ensure pupils with visual and hearing impairments can access all teaching	Use of iPads to mirror whiteboard content directly to pupils' devices.	SENCO to liaise with VI team to access equipment and training	Pupils with visual impairments can independently access lesson content in real time.	June 2026- pupils with VI use iPads. Assembly presentations cast directly onto iPads.
	Staff training on creating accessible digital resources (e.g. font size, contrast).			

content.	Continued use of radio aid equipment worn by teachers for pupils with hearing impairments.		Pupils with hearing impairments report improved access to verbal instruction and classroom discussion.	June 2026- yearly for new class teachers- organised by SENCO	
	Annual training refreshers for staff on effective use of hearing support technology				
	Provide RNIB Bookshare online resources to ensure visually impaired pupils have access to age-appropriate texts.	SENCO to organise and monitor			Organised by SENCO and supported by VI team visits.
	Adapt PE lessons to include pupils with physical and sensory disabilities through differentiated activities and use of support staff.	SENCo and PE lead to oversee.			
	Ensure staff receive ongoing training in inclusive teaching strategies.	SENCO			
Ensure after-school clubs are accessible to disabled pupils by providing reasonable adjustments.	Allocate additional staffing where necessary to support participation.	SENCO and extra curricular lead to oversee.	Pupils will disabilities will have opportunities to access extra curricular clubs.	June 2026-In place	
	Communicate with families to identify barriers and work collaboratively to overcome them.				
	Monitor participation and adapt provision to ensure inclusivity				

<b>Objective 3: Accessibility of information</b>				
Objective	Strategies	Timescale/ Person responsible	Success Criteria	Review
To ensure school communications are accessible to all parents and carers.	Offer digital versions of letters In place	All communications are digital.	Increased engagement from parents/carers with disabilities or language barriers.	June 2026-In place
	Use of visual aids (icons, diagrams) in communications to support understanding for EAL families.	Individual teachers		
	Continue offering interpreters and phone calls for clarification as needed.	SENCO/Head to book interpreters.		June 2026-In place
	Use of Class Dojo system which translates	In place.		

	messages into other languages.	Teachers update weekly.		
	Use of British Sign Language (BSL) interpreters for parent consultations or school events when needed.	SENCO/Head to book interpreters.		June 2026-In place