



Sarah Bonnell School

Accessibility Plan 2026–2029

Policy Number: 38

Approved by: Governing Board

Approval Date:

Last Reviewed: 2026

Next Review Due: 2029



Contents

- 1. 1. Aims**
- 2. 2. Legislation and Guidance**
- 3. 3. Roles and Responsibilities**
- 4. 4. Accessibility Action Plan (2026–2029)**
- 5. 5. Monitoring and Evaluation**
- 6. 6. Stakeholder Consultation**
- 7. 7. Links with Other Policies**
- 8. Appendix 1 – Accessibility Audit of Premises**



1. Aims

This accessibility plan outlines how Sarah Bonnell School will increase access to education for pupils with disabilities in accordance with the Equality Act 2010.

The plan addresses three key areas:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school
- Improve the availability of accessible information for pupils with disabilities

2. Legislation and Guidance

This policy complies with Schedule 10 of the Equality Act 2010 and Department for Education guidance on the Equality Act for schools.

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Under the SEND Code of Practice, 'long-term' means lasting 12 months or more, and 'substantial' means more than minor or trivial.

Schools are required to make reasonable adjustments to ensure that disabled pupils are not placed at a disadvantage compared with their peers. This may include adjustments to teaching practices, the curriculum, the physical environment, or the provision of auxiliary aids and support.

The definition of disability is broad and includes sensory impairments, physical disabilities, learning difficulties, neurodevelopmental conditions, mental health needs and long-term medical conditions.

- Equality Act 2010
- Human Rights Act 1998
- Education Act 1996
- Education and Inspections Act 2006
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice (0–25 years)
- DfE guidance: The Equality Act 2010 and Schools

3. Roles and Responsibilities

Governing Board

Approve the accessibility plan and monitor implementation.

Headteacher

Ensure staff understand pupil needs and accessibility duties.

SENCO

Monitor SEND provision and support inclusive teaching.

All Staff

Implement reasonable adjustments and ensure accessibility in teaching.

4. Accessibility Action Plan (2026–2029)

Aim	Current Practice	Short Term (Year 1)	Medium Term (Year 2)	Long Term (Year 3)	Lead	Success Criteria
Curriculum Access	Differentiated and adapted curriculum and SEND support in place	Review curriculum accessibility ; provide staff training	Embed inclusive teaching strategies across departments	Evaluate effectiveness and refine SEND provision	SENCO / SLT	Improved participation and attainment for pupils with SEND
Physical Environment	Lifts, ramps and accessible toilets installed	Conduct annual accessibility audit	Improve signage and accessible routes	Ensure accessibility in all future building works	Facilities Manager	School environment accessible to all pupils and visitors
Information Accessibility	Use of visual timetables and digital communication	Provide information in alternative formats	Introduce assistive technologies	Evaluate accessibility of communication systems	Admin / SENCO	Parents and pupils able to access information easily



5. Monitoring and Evaluation

This accessibility plan will be reviewed annually by the senior leadership team and the governing board. Progress will be evaluated using:

- Accessibility audits
- SEND pupil outcomes
- Feedback from pupils, parents and staff
- Review of building accessibility

6. Stakeholder Consultation

The development and review of this plan includes consultation with:

- Pupils
- Parents and carers
- Staff
- Governing board
- Local authority and external partners

7. Links with Other Policies

- SEND Policy
- SEN Information Report
- Equality Information and Objectives
- Behaviour Policy
- Health and Safety Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy



SARAH BONNELL
SCHOOL

Appendix 1 – Accessibility Audit of Premises

Feature	Current Status	Actions Required	Responsible	Review Date
Entrances	Automatic doors installed	Monitor access routes	Facilities Manager	Annual
Lifts	2 lifts available	Maintain service contracts	Facilities Manager	Annual
Corridors	Wide corridors and ramps	Improve signage where required	Site Team	Annual
Parking	Disabled parking bays available	Ensure signage clear	Site Team	Annual
Toilets	Accessible toilets available	Maintain facilities	Facilities Manager	Annual