



BOND PRIMARY SCHOOL

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Accessibility Plan February 2026 - 2029

Mission, vision and values

At Bond Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision and values. 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 Bond we nurture and embrace a culture of celebration of our diverse community. We strive to understand the needs of our community and how we can reflect this in our ambitious curriculum. Children are encouraged to share their experiences in order to inform others and find commonality through moral values.

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.



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
- Continue to foster and instill common moral values of respect, integrity, self –awareness and compassion for all

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.

The Accessibility Plan is structured to complement our school priorities including those within the school's Equality Objectives. Merton Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. 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.

As stated above, Bond Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents: This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Bond Primary School's Special Educational Needs & Disabilities (SEND) Report
- Inclusion Policy
- Curriculum Policies



- Health & Safety Policy
- Staff related policies
- Safeguarding and Child Protection Policy

A thorough audit has taken place to inform the actions outlined in the plan below in this document.

Current practice which supports this duty

The school's commitment to inclusivity can be evidenced through the following which is in place:

- 3 ramped entrances to main reception area, KS1 entrance and upper Key stage 2 entrance
- Lift access to first floor
- Disabled toilets on both ground and first floors
- Soundproofing tiling in place in main sports hall
- Access doors are wide enough to allow wheel chair accessibility
- Thorough induction interviews to gather information around disability and medical conditions
- Children with physical disabilities are able to fully participate in physical activities both during the school day and after school enrichment. We use Merton Sports Partnership to offer further enrichment for children with physical difficulties
- Children with sensory or social interaction difficulties are able to access quieter areas of the school during lunchtimes and playtimes

We also acknowledge areas of school life which can be more challenging for some children with disabilities and continue to work closely with external partners to find ways to overcome potential barriers.



Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

Bond Primary School seeks the views of support of feeder nurseries and pre-schools as part of our transition procedures in the summer term before starting at school. We work closely with Merton EYFS inclusion team to inform the support we offer.

Staff have received training on SEND legislation and understand their role within it
Inclusion meetings ensure that staff know strategies to adapt the curriculum to support a range of needs and these are reflected in individual support plans

Staff are aware of the importance of emotional regulation and the strategies (Zones of Regulation and Emotional coaching) we use to support children to self-regulate to ensure that they are ready to learn and access the curriculum. Zones of regulation and emotional coaching techniques are used across the school and the children readily respond to questions about their feelings relating to the zones

A wide range of therapeutic support is in place including play and drama therapies, Off the Record counselling support, ELSAs, Journey of Hop (to commence summer term),

Merton Sports Partnership offer bespoke sessions for specific SEND children to develop co-ordination, balance and gross motor skills

The school SEND Policy provides clear guidance on how we identify assess and arrange suitable provision for pupils with special educational needs and/or disability. Working with the Merton SEND team, outreach services, health professionals and Educational Psychology Service, the SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

Our Family Support Advisor offers additional support for children and parents, supporting learning and behaviour plans working closely with our SENDCo to signpost and refer families to external agencies as appropriate.

The school works closely with specialist services including:

Education Services

Early Support, Educational Psychology Service, Language, Behaviour and Learning Support Team (including Speech and Language therapists), Merton Autism Outreach Service (MAOS), Portage (pre-school - home-based), Sensory Team (including hearing and visually impaired teams), Special Educational Needs and Disabilities (SEND) team, Targeted Inclusion Team, Education Welfare Service (attendance), Merton Parent Partnership.



Health/Social services

Speech and language therapy, Occupational therapy, Specialist consultant, General practitioner, Paediatrics, Health visitor, School nurse, Child and Adolescent Mental Health Service (CAMHS), Social Services, Physiotherapy and Podiatry, Off the Record.

Monitoring Arrangements

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve access to the curriculum	<ul style="list-style-type: none"> • Our school offers a curriculum which is accessible for all children • We use a range of resources to enable children to access all aspects of learning • Curriculum progress is tracked for all children • Targets are set effectively with the support of the Inclusion Lead – SENDCo • The curriculum undergoes constant 	<p>Continue training staff to ensure that inclusive strategies are used to promote full access to the curriculum for all children.</p> <p>Monitor the impact of school policies and procedures for different groups of children</p>	<p>Relevant CPD identified to inform adaptations and matched to staff to secure access to curriculum.</p> <p>Use systems such as Insight, CPOMs and monitoring activities to evaluate impact for different groups. Share findings with governing body annually</p>	Inclusion lead	July 2026	<p>Staff use range of strategies to deliver and support learning for children with disabilities securing good progress from their starting points</p> <p>Policies and procedure are reviewed to ensure that compliance with Equality Act 2010</p>



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	<p>review to ensure that it is accessible for all children</p> <ul style="list-style-type: none"> • We foster partnerships with external partners to ensure children's access to learning • We ensure that all children access off site trips/visits 	<p>Raise awareness of the needs of children living with disabilities</p> <p>Continue collaboration with external agencies to ensure that the needs of children with SEND/Medical conditions are catered for and barriers reduced.</p>	<p>Staff training</p> <p>Maintain close working partnerships with all stakeholder and key external agencies to secure individualised plans and whole school priorities to ensure access for all</p>	<p>Inclusion lead</p>	<p>December 2026</p>	<p>Staff know the needs of children living with disabilities and are more astute at recognising where needs may be unmet informing SENDco or DSLs as appropriate</p>



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	regardless of their needs	Review of the curriculum to ensure that representation of disability are visible	Inclusion lead and DHT to review curriculum ensuring that there is representation of disability for all year groups	DHT and Inclusion lead	July 2026	Curriculum provision is fully inclusive showing representation of different groups including those with disabilities. Displays and resources/aids reflect individuals with around the school .
		Provide clear guidance on classroom arrangements to ensure access for children with disabilities	Inclusion meetings and classroom audits to be undertaken termly to ensure classroom arrangements are accessible to children with disabilities	Inclusion lead/SENDCO and Site manager Inclusion lead/SENDco	Termly	Classroom arrangements support children with a range of disabilities



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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Disabled lift • Corridor width • Disabled toilets and changing facilities • Some library shelves at wheelchair-accessible height Some areas of the school have clear signage to enable easy navigation Alternative reading formats such as audio are available in the library	Ensure that information regarding access to the a school is available on our the website (including timings) and readily shared with staff, children and visitors to the school	Headteacher to add information about disabled access to the site on to website	Headteacher	ongoing	Website information updated
		Secure alarm procedures for toilets and lift	Headteache/SBMr with site Manager to draft procedure for toilets and lift	Headteacher	April 2026	Emergency procedure are clear
		Ensure that toilet cubicles are accessible and user friendly for ambulant disabled people to allow them to manoeuvre, raise and lower themselves in standard toilet cubicles	School Business Manager and Site Manager to gain costings for rails in at least one cubicle in main toilets	SBM	April 2026	Costings gained, budget withstanding plan for installation



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	Big books are also available in the library	Ensure that toilet paper holders, soap dispensers are within easy reach of all users including those who may be using a wheelchair or have limited dexterity or movement	Site Manager to check accessibility of these items and make adjustments accordingly if required.		April 2026 to check Adjustments if needed carried out by September 2026	Accessibility improved for those with disabilities or limited dexterity
		Continue to improve signage for routes, floor, disabled lifts and rooms across the school	Site Manager/SBM Headteacher to identify where signage is needed	SBM/Site Manager	July 2026	Children/staff visitors are able to navigate their way around the school with greater ease
		Door to main entrance is too heavy to be used anyone user (whether a wheelchair user, someone with limited strength or someone using a walking aid)	Site manager and SBM explore changing entrance doors to allow for greater ease of use for wheelchair or those with limited strength	Site manager and SBM	July 2026	Viability explored, costings gained. Installation carried out



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		Ramps to exit the hall and the reception classes needed to allow for wheel chair access	Site manager and SBM explore costings and installation for ramps	Site Manager/SBM	July 2026	All exits and entrances to the building will have wheelchair access via ramp
		Floor surface to KS2 boys toilets is slippery and will need addressing	Site manager to explore flooring options for KS2 toilets	Site Manager	July 2026	Floor surfaces are safe for all children and allows easy access for wheelchair users



		Improve internal and external signage to entry and exit points ensuring that they are visible from both sitting and standing eye levels	See above regarding signage	Site Manager/Inclusion Lead	December 2026	Signage around the school ensure that all information is accessible to all. Lighting in school allows ease of reading signage etc. across the school and supports children's sensory needs. Website updated with key information Displays and resources are not barriers to accessing
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						information or curriculum.
Improve the delivery of information to pupils/parents with a disability	<ul style="list-style-type: none"> For children using aid to support hearing adjustments are in place and staff aware of the need to wear specific equipment to support hearing A programme of changing the lighting across the school is taking place IT platforms/programmes are used well to support learning for all children Staff have received training on how to 	Lighting across the school to be improved - LED	Site Manager to co-ordinate installation of LED lighting where needed	Site Manager	December 2027	Signage around the school ensure that all information is accessible to all.
		Ensure that the school knows how and where to access additional services to support communication – BSL or deaf/blind interpreters	Inclusion lead to research and share information	Inclusion lead/SENDco	July 2026	Lighting in school allows ease of reading signage etc across the school and supports children's sensory needs.
		Improve promoting of school as being supportive of diversity	Inclusion Lead/SENDco to provide statement for website and posters around the school promoting this message	Inclusion lead/SENDco	Sep 2026	



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	<p>access and use IT software</p> <ul style="list-style-type: none"> • Bi-lingual staff who speak community languages are used well to support learning in classrooms, meetings with parents etc • Offer face to face and virtual parent meetings 	<p>To improve accessibility of written information for pupils, parents/visitors with disabilities including books in library</p>	<p>Continue through CPD and Inclusion meetings to raise awareness of impact of font, colour, layout of presented information etc on IWBs and on paper</p> <p>Audit school library to maintain and extend books accessible to all.</p>	<p>Writing lead and Inclusion lead</p>	<p>ongoing</p>	<p>Website updated with key information</p> <p>Displays and resources are not barriers to accessing information or curriculum.</p>