



**Seabridge**  
**Primary School**

## Seabridge Primary School Accessibility Plan 2022 to 2024

<b>Approved by:</b>	J. Harrison	<b>Date:</b> 16.9.22
<b>Last reviewed on:</b>	15/9/22	
<b>Next review due by:</b>	16/9/24	

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

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.

1. To promote and develop a learning environment where children are relaxed, happy, secure and eager to learn and where each individual is respected and valued.
2. Give every individual the opportunity to develop to their full potential within a positive whole school culture that is determined and committed to raising standards.
3. Develop basic skills for life through a rich, broad, balanced and creative curriculum which promotes a healthy and active lifestyle.
4. Encourage children to become well-motivated, independent and self-disciplined individuals who are willing to make a positive contribution to all aspects of school life.
5. Seek opportunities to work in partnership with our parents, carers and appropriate members of our community to help us achieve our goals.

Our school motto is '**Working together to be the best we can**' and our accessibility plan will outline how we can all work together to promote disability equality for all disabled pupils, staff, parents and other users of our school.

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.

In September 2014 The Code of Practice for Special Educational Needs and Disability came into practice and in line with current legislation our SEN Information Report defines our school offer regarding special needs and disability. This is available on our website [www.seabridgeprimary.org.uk](http://www.seabridgeprimary.org.uk) and contains a link to the Staffordshire Marketplace where information about the LEA offer regarding special educational needs and disability can be found. [themarketplace@staffordshire.gov.uk](mailto:themarketplace@staffordshire.gov.uk)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### The Disability Equality Duty

The duty requires our school when carrying out its functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

### **3. Current good practice**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

#### **Physical Environment**

There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible

#### **Curriculum**

Through planning for individual needs, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

### **4. Areas of planning responsibility**

The aims of the plan are as follows:

- To increase the extent to which disabled pupils can participate in the school **curriculum**.
- To improve the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils **of information which is provided in writing** for pupils who are not disabled.

**To increase the extent to which disabled pupils can participate in the school curriculum**

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Continue training for teachers and support staff on different aspects of SEN to develop informed differentiation of the curriculum.	Audit staff training needs on SEN  Assign CPD based on audit outcome.	Autumn term 2022  Ongoing	SENCO	Informed differentiation leading to greater pupil participation and measured impact.
Ensure staff are following the Code of Practice 2014 are known to all staff.	Share SEN Information Report.	September 2022	SENCO	Staff practice is informed and reflects current legislation.
Use Computing software to support learning	Seek outreach advice from Key Learning Centre for PD and Advisory Support services on current software and hardware eg : keyboards for visually impaired, voice activated software.	As and when needed	SENCO Coordinator for Computing	Pupils use SEN resources as part of regular classroom practice to assist differentiation and curriculum access.
Educational visits and out -of -school activities are planned to ensure the participation of all pupils.	Audit attendance of school clubs, visits and residential. Ensure pupils who are disadvantaged have access to the activities. Raise staff awareness prior to planning trips.	December 2022 Ongoing	SENCO Office staff Class teachers	All cohorts access educational visits and participate fully in out of school clubs.
Classrooms are optimally organised and all appropriate equipment is provided to promote the participation and independence of all pupils and adults	Adhere to Seabridge non-negotiables regarding classroom organisation. However, review and implement a preferred layout of furniture and specialist	Reviewed annually or on change of Care/ISP	SENCO All staff	All pupils will be accommodated regarding specific equipment ensuring engagement and

alike.	equipment to support the learning process. Adaptations to be made to fulfil the individual requirements of Care Plans and ISPs	plan		participation in lessons.
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	Yr 6/ Yr 2 staff & SENCO will ensure appropriate testing and reports are provided to support applications for access arrangements.	January /Annually	Yr 6 staff Yr 2 staff SENCO	All pupils will have their needs met concerning access arrangements and full participation will be achieved.
Review PE curriculum to ensure that PE is accessible to all.	Audit PE curriculum to determine accessibility to all pupils. Review access arrangements to Forest Schools training and residential.	Spring Term 2023	PE Coordinator Forest School leader	All pupils participate in PE and outdoor curriculum activities.

1. **Improving Access to the Physical Environment of the School.**

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	<p>Create access plans for individual disabled pupils when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate through additional awareness comment in the school handbook, prospectus, awareness raising sentence on parent communication and information sign in the Reception area.</p> <p>Consider access needs during the recruitment process.</p>	<p>As required</p> <p>New Parents Evenings/ Mornings/ concerts/ celebrations/ fund raising.</p> <p>Annually/ ongoing</p> <p>Recruitment process/ ongoing</p>	<p>SENCO</p> <p>SLT</p> <p>Headteacher</p> <p>Headteacher</p>	<p>Access plans enhance the provision and inclusion of disabled pupils.</p> <p>All staff and governors are confident that their needs are met.</p> <p>Parents have full access to all school activities and feel that their needs are met.</p> <p>Access issues do not influence recruitment and retention issues.</p>
Develop access to the school for disabled staff and visitors.	Maintain designated disabled parking places close to the main entrance door.	On going	Site Supervisor Headteacher	Disabled people will have full access to the school and feel that their needs are being considered.

Continue to develop the installation of and maintain handrails on all steps/ staircases in the school – both internal and external.	Handrails erected on the left and right of all sets of steps at heights suitable to most pupils and adults.	Continuation from previous review	Site Supervisor Headteacher Health & Safety Coordinator	Increased accessibility to all areas of school.
Designate a disabled toilet within the main Admin area and complete appropriate adaptations.	Complete alterations to ensure designated toilet meets requirements for a Disabled Toilet in addition to the disabled toilet already in school.	Summer 2024	Site Supervisor Headteacher Building services	All wheelchair users and disabled persons have independence in toileting and personal care near to the main admin area.
All fire escape routes are suitable for all.	Risk assessment of existing fire escapes for wheelchair/ disability access. Apply any changes from the audit / risk assessment.	Ongoing	Site Supervisor Headteacher Health & Safety Coordinator and advisor.	All disabled pupils, staff and visitors are able to have safe independent egress.
Develop a covered way between the quad and the KS1 hall to ensure that disabled users are well protected in all weather.	Costing of covered way leading to possible installation depending on price.	Summer 2024	School Bursar Site Supervisor	All disabled pupils, staff and visitors can move between one area to the other without getting wet.

## 2. Improving the delivery of written information to disabled pupils

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents /carers to ensure that it is accessible.	Provide information and letters in clear print in 'simple' English.	Ongoing	All staff/ office staff	Information is received in a form that is accessible to all.
	School office will support and help parents to access information and complete school forms.	Ongoing	School office	Parents are supported in their accessibility needs.
	Ensure the website and all documents accessible via the website can be accessed easily and by the visually impaired.	Ongoing	Lead for website	Information on the website is accessed by all stakeholders.
Ensure all staff are aware of pupil's special educational needs and produce written information in appropriate formats to meet the needs of those individuals.	Dyslexia training to be provided.	Spring 2023	SENCO/ Entrust staff	Pupils access written information.
	Cursive script on classroom signage and classroom worksheets where possible in line with school policy.	Ongoing	All staff	
	Adaptation of backgrounds on IWB and reading materials.	Ongoing	All staff	
	Adaptation of written materials for visually	Ongoing	All staff	



	impaired pupils (use of overlays, larger font size etc).			
To develop the signs around the school in languages other than English, reflecting the ethnic diversity of pupils and parents.	<p>Welcome signs to be multi-lingual in the Reception area.</p> <p>Classrooms to show languages other than English on classroom doors.</p>	On going	<p>Inclusion Lead/DEI Ambassador</p> <p>Class teachers</p>	School signs are in more than one language.
Provide support for parents and pupils who have difficulties in accessing printed information due to visual impairment, EAL difficulties, or hearing problems.	<p>Advice sought and applied from Visually and Hearing Impaired Support Services.</p> <p>Ethnic Minority support if possible eg ; translator if required for pupil assessments, medicals and liaison with external agencies.</p> <p>Digital strategy to provide alternative support for communication, recording of information and use of translation apps.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Summer 2023</p>	<p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead/Computing Lead</p>	<p>Support for additional needs is provided.</p> <p>All ethnic groups have accessibility to written information.</p> <p>Support for additional needs is provided.</p>