



**Seabridge**  
**Primary School**

## Seabridge Primary School Accessibility Plan 2025-2027

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| Approved by:        | E Kuffour | Date: 16.9.25 |
| Last reviewed on:   | 15/9/24   |               |
| Next review due by: | 16/9/27   |               |

### 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

and 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 SEND 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)

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 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 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.

# 1. To increase the extent to which disabled pupils can participate in the school curriculum

| Target                                                                                                                                                      | Strategies                                                                                                                                                                                                                                                                           | Timescale                                       | Responsibility                                                                   | Success Criteria                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Continue training teachers and support staff on different aspects of SEND to develop adaptive practices to enhance the delivery of the curriculum.          | Audit staff training needs on SEND<br><br>Assign CPD based on audit outcome.                                                                                                                                                                                                         | Autumn term 2025<br><br>Ongoing                 | SENCO                                                                            | Informed differentiation leading to greater pupil participation and measured impact.                                             |
| Ensure staff are following the Code of Practice 2014.                                                                                                       | Share SEND Information Report and school SEND policy                                                                                                                                                                                                                                 | September 2025                                  | SENCO                                                                            | Staff practice is informed and reflects current legislation.                                                                     |
| Use digital technology to support learning (radio transmitters / iPads / laptops / keyboards)                                                               | Ensure suitable software is installed where needed.<br>Ensure equipment is readily available as required.<br>Ensure Teacher of the Deaf supports pupils requiring radio aids.                                                                                                        | As and when needed                              | SENCO<br>Digital Strategy Leader                                                 | Pupils use SEND resources as part of regular classroom practice to assist adaptive practice 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.<br>Ensure pupils who are disadvantaged have access to the activities.<br>Raise staff awareness prior to planning trips.                                                                                                    | December 2025<br>Ongoing                        | SENCO<br>Office staff<br>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 alike. | Adhere to Seabridge non-negotiables regarding classroom organisation.<br>However, review and implement a preferred layout of furniture and specialist equipment to support the learning process. Adaptations to be made to fulfil the individual requirements of Care Plans and ISPs | Reviewed annually or on change of Care/ISP plan | SENCO<br>All staff                                                               | All pupils' individual needs will be accommodated regarding specific equipment ensuring engagement and 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 4 / Yr 2 / Yr 1 staff & SENCO will ensure appropriate testing and reports are provided to support applications for access arrangements.                                                                                                                                     | January 2025 /Annually                          | Yr 6 staff<br>Yr 4 staff<br>Yr 2 staff<br>Yr 1 staff<br>Reception staff<br>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.<br>Review access arrangements for trips and residential.                                                                                                                                                               | Autumn Term 2025                                | PE Coordinator                                                                   | All pupils participate in PE and outdoor curriculum activities.                                                                  |

## 2. 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. | Create access plans for individual disabled pupils when required.                                                                                                                                                               | As required                                                                 | SENCO                                                                        | Access plans enhance the provision and inclusion of disabled pupils.                                |
|                                                                                                            | Be aware of staff, governors and parents access needs and meet as appropriate                                                                                                                                                   | New Parents Evenings/<br>Mornings/ concerts/<br>celebrations/ fund raising. | SLT                                                                          | All staff and governors are confident that their needs are met.                                     |
|                                                                                                            | Through additional awareness comment in the school handbook, prospectus, awareness on parent communication and information sign in the Reception area.                                                                          | Annually/ongoing                                                            | Headteacher                                                                  | Parents have full access to all school activities and feel that their needs are met.                |
|                                                                                                            | Consider access needs during the recruitment process.                                                                                                                                                                           | Recruitment process/ongoing                                                 | Headteacher                                                                  | Access issues do not influence recruitment and retention issues.                                    |
| Develop access to the school for disabled staff and visitors.                                              | Maintain designated disabled parking places close to the main entrance door.                                                                                                                                                    | Ongoing                                                                     | Site Supervisor<br>Headteacher                                               | Disabled people will have full access to the school and feel that their needs are being considered. |
| Maintain safe access around exterior of school                                                             | Ensure pathways are clear and suitable ramps are in place to ensure clear access.                                                                                                                                               | Spring 2026                                                                 | Site Supervisor<br>Headteacher                                               | People with disabilities can move unhindered along exterior pathways.                               |
| Maintain safe access around interior of school                                                             | Awareness of flooring, furniture and layout in planning for disabled pupils.                                                                                                                                                    | Spring 2026                                                                 | Site Supervisor<br>Headteacher                                               | People with disabilities can move safely around the school.                                         |
| All fire escape routes are suitable for all.                                                               | Risk assessment of existing fire escapes for wheelchair/ disability access.<br>Apply any changes from the audit / risk assessment.<br>Put in place Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties. | Ongoing<br><br>September 2025                                               | Site Supervisor<br>Headteacher<br>Health & Safety Coordinator and LA advisor | All disabled pupils, staff and visitors are able to have safe independent egress.                   |

### 3. Improving the delivery of written Information to disabled pupils

| Target                                                                                                                                                                                 | Strategies                                                                                                                           | Time-scale     | Responsibility                       | Success Criteria                                             |
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| 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 Pupils' Special Educational Needs and Disabilities (SEND) and produce written information in appropriate formats to meet the needs of those individuals. | Provide suitably enlarged clear print for pupils with visual impairment.                                                             | September 2025 | SENCO/ Entrust staff                 | Pupils access written information.                           |
|                                                                                                                                                                                        | Guidance to staff on dyslexia (use of overlays, larger font size etc.) and accessible information.                                   | Ongoing        | All staff                            |                                                              |
| Provide support for parents and pupils who have difficulties in accessing printed information due to visual impairment, EAL difficulties, or hearing problems.                         | Advice sought and applied from Visually and Hearing-Impaired Support Services.                                                       | Ongoing        | Inclusion Lead                       | Support for additional needs is provided.                    |
|                                                                                                                                                                                        | Ethnic Minority support if possible e.g.; translator if required for pupil assessments, medicals and liaison with external agencies. | Ongoing        | Inclusion Lead                       | All ethnic groups have accessibility to written information. |
|                                                                                                                                                                                        | Digital strategy to provide alternative support for communication, recording of information and use of translation apps.             | Spring 2026    | Inclusion Lead/Digital Strategy Lead | Support for additional needs is provided.                    |