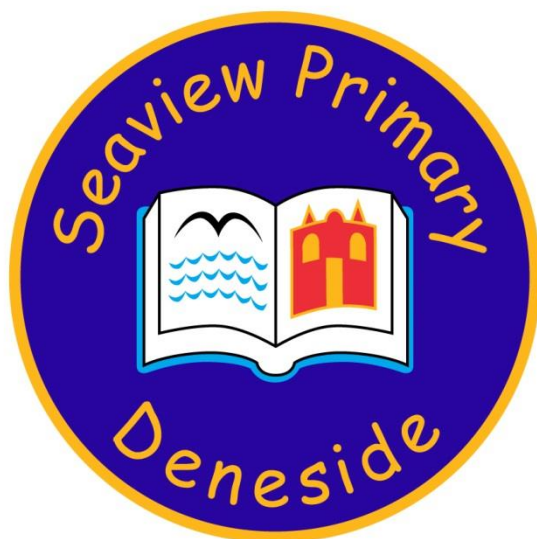


Seaview Primary School



Accessibility Plan

Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Seaview Primary School the Plan will form part of the School Improvement Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Seaview Primary School, we are committed to striving for excellence as we work together to deliver the highest quality education for our community.

The ethos of at Seaview Primary School is for all children to **Do MORE, Know MORE, and Be MORE.**

At Seaview Primary School we strive to ensure that all children:

- have a broad and balanced curriculum, which is differentiated to enable children to:
 - understand the relevance and purpose of learning
 - experience levels of understanding and rates of progress which bring success and raise self esteem
- provide a secure and safe environment, where children can flourish and grow
- have equal access to resources, provision and intervention

Purpose of Plan

- This plan shows how Seaview Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.
- To improve and maintain access to the physical environment

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum-this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of schools-this includes improvements to the physical environment of the school and physical aids to access education.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Making it happen

The planning process;

The Governing Body of Seaview Primary School has overall responsibility for the Accessibility Plan.

The Senior Management Team will review and revise the plan in light of any changes to the school pupil population or the needs of individuals.

The plan will be evaluated within whole school documents.

Implementation:

See attached action plans

Getting hold of the school plan

The School Accessibility Plan will be published on the school website

The School Accessibility Plan will be available as a paper copy to which any child, parent or outside agency may have access.

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

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short/Medium/Long Term Aim	Targets	Strategies	Timescale	Impact
Short	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	2024	All policies clearly reflect inclusive practice and procedure
Short	Ongoing medical training for staff on key medical issues for current children eg. anaphylaxis, epilepsy, cystic fibrosis, diabetes	SENCo to contact school nurse for advice and training.	Ongoing – update for any new staff.	All disabled pupils will be safe and all staff will be fully equipped to deal with necessary emergencies.
Short	To liaise with Nursery/KS1 providers to review potential intake	To identify pupils who may need additional to or different form of provision	Annually	Procedures/equipment/ ideas set in place by September of each academic year.
Short	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	Clear collaborative working approach
Short	To deliver findings to the governing body.	Finance and premises and curriculum governor meetings	Annually and termly	Governors fully informed about SEN provision and progress
Medium	To introduce a buddy system to support those children with a disability	Buddies appointed and allocated to pupils that need a little extra support.	Annually	All children with a disability will feel fully supported within their school and classroom environment.

Medium	To ensure disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> • Utilise parking space to drop off and collect children. • Offer phone call to explain letters home • Adopt a more proactive approach to identifying the access requirement of disabled parents 	Ongoing	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Medium	To implement new PE curriculum (Get Set) to ensure PE accessible to all	Review all out of school provision to ensure compliance with legislation	2024	Activities conducted in an inclusive Environment with providers that comply with all current and future legislative requirements.
Long	To review and implement support plans to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different' from those provided for other pupils. With an emphasis on their view being more detailed.	<p>Teacher and SENCO complete Termly</p> <ul style="list-style-type: none"> • Shared and discussed with parent on a termly basis. • Interventions to be recorded • Review must be completed each term • Reviews must be detailed 	Termly	<p>Support plans will accurately map out the next steps in learning and outcomes will be judged against clear success criteria.</p> <p>Staff and parents fully aware of child's outcomes and next steps.</p>

Aim 2 To improve and maintain access to the physical environment

Short/Medium/Long Term Aim	Targets	Strategies	Timescale	Impact
hort	To ensure classroom and corridor environments are appropriately designed to minimise overstimulation.	Natural colours and resources to be used around school.	Ongoing	Appropriate environment maintained.
Medium	To evaluate provision for those children that find social interaction times a challenge eg. Play and dinner times	Continue to offer luncheon club	Ongoing	Children will have a more varied choice of activities during lunch time. Children will give feedback which indicates that they feel happy and safe.
Medium	To install a safe space (the nest)	School to work with external company to convert internal space into safe and comfortable zone – padded walls and floor	2024	Enabling needs to be met where possible.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short/Medium/Long Term Aim	Targets	Strategies	Timescale	Impact
Medium	To make available school Prospectus newsletters, textbooks, timetables and other information for parents, carers and pupils in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it (e.g. larger text)	Ongoing	Parents, carers and pupils can access resources.
Long	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none">• Raising awareness of font size and page layouts will support pupils with visual impairments.• Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	2024	An inclusive environment for all.

Lexi Wilkinson
Headteacher
February 2024