



Seaton Primary School

"Caring now, for the future of our community, those in need, our lifestyles, one another, our education and the future itself"

Accessibility Plan

Signed:	Chair of Governors
Date of Approval:	June 2021
Next review due by:	June 2024

Introduction

All schools must have an Accessibility Plan, this is required by law [The Equality Act 2010].

Accessibility Plans set out how, over time, a school will:

- Increase access to the curriculum for disabled pupils
- Improve the physical environment of the school to increase access for disabled pupils
- Make written information more accessible to disabled pupils by improving information in a range of different way.

The purpose of this plan is to show how Seaton Primary School intend, over time, to increase the accessibility of our school for disabled pupils. Seaton is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The definition of disability is:

"A person has a disability 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 carry out normal day to day activities."

This is the Accessibility Plan for Seaton Primary School.

Other Policies

Our Accessibility Plan complements and supports our

- Special Educational Needs and Disabilities Policy and related SEN information Report
- Equality Policy
- Health and Safety Policy
- Behaviour Policy
- School Development Plan
- Curriculum policy

Our Vision and Aims

Seaton Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen, based on the following school values.

The school values - to be:

- ❖ Respectful
- ❖ Kind
- ❖ Truthful
- ❖ Responsible
- ❖ The best you can be.

Our pupils are provided with high quality learning opportunities so that each child achieves the best that they can be. We want all pupils to feel confident and have a positive view of themselves.

We want all our pupils with a disability to access all elements of school life, including clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

Current Good Practice

Identification

Seaton Primary School asks for information on any disability or health condition in early communication with new parents / carers or staff. We also carefully observe our pupils progress and behavior and will discuss any concerns with parents and carers as necessary.

Curriculum

Seaton Primary School has improved access to the curriculum through the following means:

- Using multimedia activities and interactive ICT equipment
- Providing a differentiated curriculum, designed according to need and where necessary with specialist input
- Offering Continued Professional Development [CPD] programme to ensure that all staff are knowledgeable of the impact of disability on learning.
- Organizing classrooms so that they promote the participation and independence of all pupils
- Providing specialist equipment and CPD where appropriate.

Physical Environment

Seaton Primary has already improved the physical environment of the school to increase access for disabled pupils by:

- Providing ramped access to access school areas
- Providing accessible toilets
- Ensuring that there is good lighting and using natural light where appropriate.

Information

Seaton Primary School already makes written information more accessible to disabled pupils through:

- Adhering to guidelines from specialists regarding presentation of the written information, paying attention to colour and layout.
- Using social stories and picture symbols to explain school rules

Implementation

Our Accessibility Plan shows how access to Seaton primary School will be improved for disabled pupils [and for staff and visitors to our school] and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable framework.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities as well as school trips
- how we might provide auxiliary aids and services to pupils with a disability to aid their access to the curriculum
- adding specialist facilities to our school as necessary and improving the physical environment
- how we can improve the delivery of written information including making this available in various preferred formats and within a reasonable timeframe.

Seaton Primary School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Environmental or physical work will be undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised.

We will consult with other professionals / experts when new situations regarding pupils with disabilities are experienced.

Monitoring

The Seaton Primary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governors.

Approved

Date

Review Date

Appendix – Seaton Primary Access Audit

What needs to be done?	How will this be achieved ?	Who is responsible?	When will this be done?	How can we tell if this is successful?
To develop CPD programme to ensure staff are knowledgeable in terms of needs of pupils with disabilities and strategies to support them.	Staff training requirements identified	SENCO	ongoing	Increased access to an appropriate curriculum for all pupils
To ensure that classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement preferred layout of both furniture and equipment to support learning.	All teachers	Ongoing	Lessons start on time without the need to make adjustments.
To deploy LSA's effectively to support pupil's participation	Review needs of children	SENCO / Middle leaders	Ongoing	All pupils are supported to achieve their full potential, maximise progress towards achieving ARE
To ensure that the appropriate furniture / sloping desks / ICT is being used effectively	Review needs of children and ensure appropriate deployment of equipment / furniture	SENCO	Ongoing	All pupils are supported to achieve their full potential, maximise progress towards achieving ARE
To ensure the physical areas support pupils - outside building	The school has level access or ramps. All classrooms are on ground level.	None	Ongoing	If required

Corridor access	Corridors are accessible by wheelchairs	Premises manager / Head	Ongoing	Ensure enough storage so that cloakroom is clear enough to pass through
Fire alarms	Auditory fire alarms in place Two separate systems - one activation does not activate the other two	Business manager	Regularly	Ensure that routine practices include all areas. Come up with a plan so that classes can be evacuated without the siren going off
Doors	All external doors open outwards and are wide enough to accommodate a wheelchair they all have windows in them so that they can see through the door from wheelchair height	Business manager	All staff	Ensure that the window parts are not obscured
Emergency escape routes	Well labelled throughout the school	Business manager	All staff	Be vigilant to missing signs Ensure clear access at all times

