

New Horizons Seaside Primary

Accessibility plan

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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

New Horizons Seaside Primary aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

As stated in our Equal Opportunities Policy, we aim to provide equality of opportunity for all children by:

- Ensuring that all children are regarded as being of equal value and that all children are entitled to a curriculum and set of experiences which enable them to fulfil their potential and develop their abilities.
- Providing access to all areas and facilities of the curriculum in order to provide equal opportunities for learning, irrespective of race, gender, class and disability.
- Encouraging attitudes which foster tolerance, respect and mutual accountability, and challenge stereotypes, bigotry and prejudice.
- Dealing with aggression and negative attitudes so that persistent offenders will be helped to understand that anti-social behaviour is unacceptable and will always be noted and dealt with.
- Recognising that some children will need support and encouragement to change their outlook.
- Encouraging an awareness in the whole school community that some children are disadvantaged by their sex, race, socio-economic background and disability and are likely to underachieve as a result of this. To be committed to implementing strategies which seek to counter the experiences of these children.
- Increasing awareness that subtle and unintentional messages are conveyed by many facets of school life which can disadvantage specific groups of children.
- Promoting positive images of men, women and children in non-stereotypical roles whatever their race, sex, socio-economic background or ability.
- Encouraging positive attitudes to equality amongst staff, governors, parents and children.
- Making parents, governors, staff (including non-teaching staff) aware of this policy.

Our school ethos is encapsulated by our motto: Everybody Matters, Everybody Succeeds.

This plan is available online on the school website (<https://www.seasideprimary.co.uk/>) in the Policies Section. To find this, click on the 'About Us' tab and select 'Statutory Information' from the dropdown menu. 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.

Our school's Complaints Policy covers the accessibility plan. If you have any concerns relating to accessibility in school, the Complaints Policy sets out the process for raising these concerns. This policy is available on our school website in the Complaints Section. To find this, click on the 'About Us' tab and select 'Statutory Information' from the dropdown menu. Paper copies are available upon request.

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

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1) Increase access to the curriculum for pupils with a disability / other potential barriers to learning	Seaside Primary offers an adapted curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	<ul style="list-style-type: none"> To further utilise advice from outside agencies to ensure opportunities to meet targets and milestones are in-cooperated across the curriculum. To develop the use of Makaton within all staff (regardless of needs in class) To access training for specific needs/potential barriers to learning to ensure that provision is in place at the earliest possible time. Communication in Print (CIP) to be further embedded across the school to support all learners with vocabulary development. 	<ul style="list-style-type: none"> To continue to build relationships with outside agencies To conduct whole staff training on the use of Makaton To conduct an audit of need and undertake training as necessary. Training to be completed for CIP and the resource used within lessons as appropriate. 	DHT for Inclusion (SENCO) Class Teachers Learning Mentor Speech and Language TAs	Ongoing	<ul style="list-style-type: none"> Evidence of meetings with agencies and advice used in classrooms as necessary All staff to undertake Makaton training as necessary List of needs collated and training allocated as necessary.
2) Improve the delivery of written information to parents with EAL	Letters are translated where appropriate to ensure that all parents and carers can access the content. Interpreters are used where necessary to ensure that communication is clear,	<ul style="list-style-type: none"> Review new families joining the school and assess the need to translate letters and other documentation. Ensure that all reports and end of term information is fully translated. 	<ul style="list-style-type: none"> To continue to build relationships with outside agencies (EMTAS) 	DHT for Inclusion (SENCO) Class Teachers Office Staff	Ongoing	<ul style="list-style-type: none"> Evidence of letters being translated Increase of parental engagement for families learning EAL

<p>3) To enhance the way information is shared with staff about the needs of particular pupils so that they understand the support which needs to be given</p>	<p>Seaside Primary have a robust transition plan which is carried out by all teachers.</p> <p>We ensure that all needs are recorded and passed onto the subsequent teachers before any child moves into a new year group.</p> <p>In Early Years, transition is discussed regularly with providers to ensure that all needs of children are shared and understood ahead of the child's starting date.</p>	<ul style="list-style-type: none"> • To offer specialised training for raising awareness of the particular needs of any pupils on roll • To further develop relationships with the nurseries in the locality to ensure that information is shared as early as possible regarding children starting in September. 	<ul style="list-style-type: none"> • Conduct an audit of the current needs within the school and agree on priorities for training allocation. • Liaise with all providers in the locality to ensure that transition is consistently successful from nursery to school. 	<p>DHT for Inclusion (SENCO)</p> <p>Class teachers</p> <p>Teaching Assistants</p> <p>Learning Mentor</p> <p>Admissions staff</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • List of needs available for all members of staff • Training successfully completed as necessary • Evidence of communication log with nurseries regarding transition
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4. Monitoring arrangements

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

It will be approved by:

Mr Lee Murley, Headteacher

Mrs Sue Main, Chair of Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equal Opportunities Policy
- School Mission Statement, Vision Statement and Core Principles (Appendix A)
- Inclusion Policy
- Statement on Equal Opportunities
- Special Educational Needs Policy
- Behaviour Policy
- Anti-Bullying Policy
- EAL Policy
- Analyse School Performance (ASP) Data
- Health and safety policy
- Risk assessment policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit (Seaside Primary currently has 0 pupils on role who use a wheelchair)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	Ground level school. All areas of the school including the main entrance are accessible by wheelchair ramps.	Maintenance of ramps to be reviewed on premises inspections.	Premises Officer	Ongoing
Corridor access	All corridors are wide enough for wheelchair users and wide enough for manoeuvre.	Corridors to be tidy and free from obstruction.	All staff All pupils	Ongoing
Parking bays	Two parking bays in staff car park are designated as disabled parking bays.	Monitor at the start and end of the school day that disabled parking bays are only used by parents of pupils with a physical disability or pupils with parents who have a physical disability.	Premises Officer	Ongoing
Toilets	There are four toilets with wheelchair access located in key places around the school.	Ensure these toilets remain accessible and free of any stored items.	Premises Officer Cleaning Staff	Ongoing
Reception area	The reception area has adequate space for wheelchair users and is wide enough for manoeuvre.	Reception area to be tidy and free from obstruction.	SLT Office staff	Ongoing
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Premises Officer SLT	Ongoing

Approved by: Lee Murley, Chief Executive Officer

(September 2025)

Next review due by: 09.09.26