

# **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.

| Increase Access to Curriculum                                                                      |                                                                          |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Action                                                                                             | Intended Outcome                                                         |
| Audit curriculum accessibility for pupils with SEND                                                | Barriers to learning are identified and addressed                        |
| Review use of adaptive teaching strategies across the school                                       | Teachers consistently adapt teaching to meet individual needs            |
| Provide staff training on reasonable adjustments and accessibility                                 | Staff have confidence in removing barriers for disabled pupils           |
| Develop a bank of accessible resources, including dyslexia-friendly and sensory-friendly materials | Staff can readily access appropriate resources                           |
| Review classroom environments for sensory needs                                                    | Pupils with sensory differences can access learning comfortably          |
| Ensure assistive technology is identified and used effectively                                     | Pupils can access learning and demonstrate their knowledge independently |
| Review accessibility of trips, clubs and enrichment activities                                     | Disabled pupils have equitable access to wider school experiences        |
| Ensure individual pupil support plans clearly identify reasonable adjustments                      | Consistent support across lessons and settings                           |
| Monitor attendance and participation of pupils with disabilities                                   | Barriers to attendance and participation are identified early            |
| Provide targeted staff training based on pupil needs                                               | Staff expertise reflects the needs of the current cohort                 |
| Improving access to the physical environment                                                       |                                                                          |

| Action                                                                    | Intended Outcome                                                           |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Complete an annual physical accessibility audit                           | Physical barriers are identified and prioritised                           |
| Review accessibility of entrances, corridors and classrooms               | Pupils and visitors can move around school safely and independently        |
| Review accessible toilet provision and changing facilities                | Facilities meet the needs of pupils who require them                       |
| Ensure furniture can be adapted/repositioned to meet individual needs     | Pupils can access classrooms safely and comfortably                        |
| Review playground accessibility                                           | Pupils with physical disabilities can access play and social opportunities |
| Provide appropriate quiet/sensory spaces                                  | Pupils can regulate and return to learning                                 |
| Review signage around school                                              | Clear, accessible signage supports independence                            |
| Ensure emergency evacuation plans consider individual accessibility needs | All pupils can evacuate safely                                             |
| Review accessibility of school events and assemblies                      | Pupils and families with disabilities can participate fully                |
| <b>Improving access to information</b>                                    |                                                                            |
| Action                                                                    | Intended Outcome                                                           |
| Review accessibility of school communications                             | Information is accessible to pupils and families with disabilities         |
| Provide key information in alternative formats where required             | Parents/carers can access important information                            |
| Review website accessibility                                              | School website is accessible to as many users as possible                  |
| Use accessible fonts, appropriate colour contrast and clear layouts       | Written information is easier to access                                    |
| Offer translation/interpreting or communication support where appropriate | Families can engage effectively with school                                |

|                                                                                  |                                                                      |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Provide visual supports, symbols or simplified language for pupils who need them | Pupils can understand routines, instructions and information         |
| Review accessibility of letters, reports and Parent Mail communications          | Families are able to understand and respond to school communications |
| Ensure pupils have access to communication systems appropriate to their needs    | Pupils can communicate their needs and participate in school life    |

## **4. Monitoring arrangements**

This document will be reviewed every **5** 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<br>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<br>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<br>Office staff                | Ongoing                     |
| Emergency escape routes | Labels well and clearly displayed throughout school.                                                         | Continue to ensure signs are maintained.                                                                                                                                                       | Premises Officer<br>SLT            | Ongoing                     |

Approved by: Lee Murley, Chief Executive Officer

**(September 2026)**

**Next review due by: 09.09.27**