



ACCESSIBILITY PLAN

Sea Mills Primary School

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Sea Mills Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
3. Attached are Action Plans, relating to these key aspects of accessibility.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School's complaints procedure covers the Accessibility Plan.
8. Information about our Accessibility Plan will be published on the website.
9. The Plan will be monitored through the Standards and Resources Committees of the Governors.
10. The school will work in partnership with the Local Education Authority in developing and implementing this plan.



Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
Short term	School is aware of medical needs of children.	To ensure staff training needs for managing children with additional medical needs is reviewed each year and that training is provided.	Every July to plan for the year ahead.	Inclusion Leader	All pupils access needs are met	
	School is aware of medical needs of children and knowledge of support needed.	To ensure a care plans, risk assessment and PEEP (if appropriate) is in any place for any child with a physical need (temporary or long term) or medical need	As appropriate	Class teachers	All pupils access needs are met	
	Wheelchair and mobility scooter access to all classrooms	To ensure that access route from the school gate to the Y2 collection area is clear of additional obstructions.	Weekly check	Class teachers Caretaker	All stakeholders have access needs met	
Long term	Access to the sign in computer at the entrance	A low level desk is installed for the sign in computer	When the welcome area is refurbished	Governors SLT	All stakeholders have access needs met	

Access to curriculum

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
Short term	Ensure due consideration is given when purchasing new resources to the principles of inclusion and promotion of	Staff consider inclusion and positive images including all equalities groups when purchasing for subject areas. Staff seek	On going	All staff Headteacher / Inclusion Leader	Audit of resources and signs / notices shows all groups including equalities groups are represented positively.	

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
	positive images	opportunities to purchase signs, notices and resources that promote inclusion and provide positive images including consideration for all equalities groups.				
	Ensure all children have their work celebrated through public display and are supported to achieve this.	Teachers keep a note of whose work has been displayed and ensure all children are represented though the year. Teachers support children whose presentation skills may have inhibited the opportunity for their work to be placed on display.	On going	Inclusion Leader and Learning Environment Lead	All children have equality of opportunity and are valued.	
Medium term	There are planned opportunities in the curriculum to challenge and explore children's views and understanding of inclusion and equality within their local community and the wider world. Children should have opportunity to explore and challenge ideas.	Continue to develop PSHE opportunities and cross curricular learning and application.	2024/2025	Curriculum lead PSHE lead	Children understand the principles of inclusion and can articulate their views and challenge prejudice or unfair behaviours	
	Access to alternative methods of	Key staff to have Makaton training All EYFS staff to	Ongoing	All children in the Early Years setting are able to	All children are able to communicate their	

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
	communication – such as Makaton and Visual aids (PECs)	have Makaton awareness training Makaton to be used with all 2 and 3YOs Visuals to be used alongside words		communicate their needs through an appropriate method	needs and where appropriate express their opinions	

Access to information

	Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
Short term	Ensure all information is accessible to EAL families	Audit of New Arrivals Translate letters Ensure a translator sought if a family requires	As appropriate	School Admin SLT	Display is in the school reception	
	To ensure we are able to provide opportunities for children who are unable to access online home learning and provide appropriate alternative opportunities. To provide equipment/resources, for children to access learning at home. In particular, if home learning is mandated by a lockdown	Teachers monitor homework completion for every child and ensure they investigate any child not participating finding out what if any barriers there might be. (e.g. access to internet, level of difficulty of the homework.) Every teacher provides in class opportunity to access on line homework. Homework club is targeted for children with no internet / computer access.	On going		All children are regularly completing homework and this is supporting their learning. In the event of a local or national lockdown/if bubbles are required to self-isolate, all children will have access to home learning opportunities	
	Ensure all families are able to access	Online newsletter / links on internet	On-going		All families are well informed of	

	information in an accessible formats	/ Seesaw / blogging			events and dates for their children.	
	Ensure all families are able to access written information	All information to be printed in at least size 12 font	On-going		All families are able to read the information that is being sent home	

Last updated: September 2024