



## Seaburn Dene Primary School – School Accessibility Plan 2025 – 2028

At Seaburn Dene Primary School, we are committed to fostering a welcoming and happy environment where all pupils feel valued, supported, and inspired to achieve their best. Rooted in our core values of **Respect, Kindness, Aspiration, and Determination**, we strive to ensure that every child enjoys school, feels challenged, and has the opportunity to reach their full potential.

We recognise and celebrate the diverse experiences and needs of our pupils, providing a broad and balanced curriculum that reflects high expectations for all. We believe that achievement, positive attitudes, and well-being are essential for success, and we are dedicated to ensuring that every child thrives within an inclusive and supportive setting.

### **Purpose of the Plan**

This plan outlines how Seaburn Dene Primary School will work to enhance accessibility for all members of our school community, including disabled pupils, staff, parents, carers, and visitors. Through a commitment to **Respect**, we ensure that everyone feels valued and included. With **Kindness**, we support and accommodate individual needs. By fostering **Aspiration**, we empower every child to achieve their highest potential, and through **Determination**, we remain committed to breaking down barriers and creating an environment where everyone can succeed.

RATIFIED BY GOVERNORS

24 JUN 2025

## Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Identify and address the accessibility needs of disabled pupils, staff, governors, and parents/carers.</p> <p>Ensure all school staff and governors are informed about accessibility issues.</p> <p>Develop and implement individual access plans for disabled pupils as part of the PPP (Personal Pupil Plan) process.</p> <p>Provide regular opportunities for parents/carers to share any accessibility concerns.</p> <p>Ensure staff and governors can access all areas of the school building safely and independently.</p> <p>Offer appropriate support to staff and governors with mobility challenges.</p>	<p>Maintain open communication with staff, governors, and parents/carers regarding accessibility needs.</p> <p>Provide staff and governors with training and updates on accessibility issues.</p> <p>Review and update PPPs for disabled pupils, ensuring all staff are aware of individual requirements.</p> <p>Issue an annual reminder in the school newsletter, inviting parents/carers to report any accessibility concerns.</p> <p>Conduct regular site audits to assess accessibility and implement necessary improvements.</p> <p>Offer practical support, including mobility aids and adaptations, for staff and governors as required.</p>	<p>Ongoing monitoring and review.</p> <p>Individual needs addressed as required.</p> <p>Annual review of parental feedback on accessibility.</p>	<p>SENCO and class teachers (pupil access plans).</p> <p>Headteacher (staff and governor accessibility).</p> <p>School leadership team (monitoring and improvements).</p>	<p>PPPs in place for all disabled pupils, with staff fully aware of their needs.</p> <p>Accessibility needs are continuously monitored, with plans implemented to support individuals.</p> <p>Staff and governors report confidence that their needs are met.</p> <p>All staff and governors can move safely and independently around the school building.</p>



<p>Ensure that the reception area is fully accessible to all, including wheelchair users.</p> <p>Remove any potential obstructions preventing wheelchair access.</p> <p>Ensure the outer door is wide enough to accommodate a wheelchair and can function as a double door if needed.</p>	<p>Conduct daily checks to ensure the reception area remains clear of any obstructions.</p> <p>Assess and, if necessary, modify the outer door to ensure it meets accessibility requirements.</p> <p>Monitor feedback from disabled parents, carers, and visitors regarding reception access.</p>	<p><b>Daily:</b> Check for obstructions.</p>	<p>Site Supervisor: Daily checks and removal of obstructions.</p> <p>Headteacher / Finance and Committee: Oversight of accessibility improvements and door modifications.</p>	<p>Disabled parents, carers, and visitors feel welcomed in the school environment.</p> <p>Wheelchair users can access the reception area independently and without difficulty.</p>
<p>Maintain safe access for visually impaired individuals within the school grounds.</p> <p>Ensure exterior lighting is functional and effective to support visibility.</p>	<p>Conduct regular checks to ensure all exterior lighting is operational.</p> <p>Promptly repair or replace any faulty lighting.</p> <p>Monitor feedback from visually impaired individuals regarding their experience of school accessibility.</p>	<p>Ongoing: Regular checks and maintenance of exterior lighting.</p>	<p>Site Supervisor: Routine lighting checks and maintenance.</p> <p>Finance and Premises Committee: Oversight of funding and improvements.</p> <p>SENCO: Liaison with visually impaired individuals to assess needs.</p>	<p>Visually impaired individuals feel safe and confident navigating the school grounds.</p> <p>Exterior lighting remains functional and supports accessibility at all times.</p>



<p>Ensure all disabled individuals can be safely evacuated in the event of an emergency.</p>	<p>Develop and implement a <b>Personal Emergency Evacuation Plan (PEEP)</b> for each disabled pupil.</p> <p>Ensure all staff are aware of their responsibilities in an evacuation, including understanding the needs of disabled pupils.</p> <p>Conduct regular fire drills, ensuring disabled pupils are appropriately supported.</p> <p>Provide training for staff on evacuation procedures for individuals with mobility challenges.</p> <p>Maintain clear, accessible evacuation routes for all.</p>	<p><b>Autumn Term 2026:</b> Complete PEEPs for all disabled pupils and review procedures with staff.</p> <p><b>Ongoing:</b> Regular training and fire drill assessments.</p>	<p><b>SENCO:</b> Development and review of PEEPs.</p> <p><b>Headteacher:</b> Ensuring staff awareness and providing necessary reminders.</p> <p><b>All Staff:</b> Supporting safe evacuation procedures and ensuring accessibility.</p>	<p>All disabled pupils and staff working with them are safe in the event of an evacuation.</p> <p>Disabled children who require support have continuous supervision during evacuations.</p> <p>Individuals in wheelchairs can be evacuated quickly and safely.</p>
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<p>Ensure there are enough fire exits around the school that are suitable for individuals with disabilities.</p> <p>Ensure all staff are aware of the importance of keeping fire exits clear at all times.</p>	<p>Conduct daily checks to ensure all fire exits remain unobstructed and accessible.</p> <p>Identify and assess fire exits to confirm they meet the needs of disabled individuals.</p> <p>Provide staff with regular reminders and training on maintaining clear fire exits.</p> <p>Ensure fire evacuation procedures account for the</p>	<p><b>Daily:</b> Check and maintain clear access to all fire exits.</p> <p><b>Ongoing:</b> Regular staff awareness training and fire drills.</p>	<p><b>All Staff:</b> Ensure fire exits remain clear at all times.</p> <p><b>Headteacher:</b> Oversee fire safety procedures and staff awareness.</p> <p><b>Site Supervisor:</b> Conduct daily checks and report any issues.</p>	<p>All disabled pupils, staff, and visitors can exit the school safely and independently in an emergency.</p> <p>Fire exits remain clear and accessible at all times.</p> <p>Staff understand and consistently follow procedures to maintain safe evacuation routes.</p>
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	safe and independent exit of disabled pupils and staff.			

### Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Identify training needs during regular staff meetings.  Provide appropriate training sessions based on identified needs.	Ongoing	SENCO / Headteacher	Support staff feel confident in supporting children with disabilities. Increased knowledge and understanding of disability-related issues among staff.
Ensure all school visits and trips are accessible to all pupils	Vet venues and transport options for accessibility before booking trips.  Develop clear guidance on making trips fully accessible to all pupils.	Ongoing	Class teacher / SENCO	All pupils, regardless of ability, can access school trips and take part in a wide range of activities.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability.  Develop guidance on making trips accessible	Ongoing	Class teacher / SENCO	All pupils are able to access all school trips and take part in a range of activities

Review PE curriculum to ensure PE is accessible to all pupils	Assess and adapt the PE curriculum to include disability sports and inclusive activities.	Summer term 2026	SENCO & PE co-ordinator	<p>All pupils have equal access to PE and opportunities to excel.</p> <p>Additional support (e.g., a teaching assistant) is available when required.</p>
Review curriculum areas and planning to include disability issues	<p>Integrate disability awareness and equality into curriculum reviews.</p> <p>Ensure disability-related topics are covered across different subjects.</p>	Autumn term 2026	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	<p>Discuss accessibility needs with Out-of-School Club staff and extracurricular activity leaders.</p> <p>Provide additional support when required, particularly after school.</p>	As required	SENCO/PE Co-ordinator	Disabled children feel included and able to participate in all extracurricular activities.
Use ICT to support learning	<p>Review learners' needs to determine whether new software or apps are required to enhance curriculum access.</p> <p>Implement and monitor the use of appropriate assistive technology.</p>	As required	Computing Co-ordinator	<p>Wider use of SEN resources, ensuring pupils' IEP targets are met.</p> <p>Increased engagement and accessibility in learning for disabled pupils.</p>



## Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Inclusive discussion of access to information in all parent/teacher annual meetings	<p>Ask parents annually about their preferred formats for accessing school information (e.g., braille, large print, translations).</p> <p>Ensure teachers and school staff are aware of any specific needs related to communication preferences.</p>	Annually	SENCO / Headteacher	<p>Staff have a better understanding of parents' preferred communication methods.</p> <p>Parents feel more included and able to access school information effectively.</p>
Review information provided to parents/carers to ensure accessibility	<p>Ensure all school communications are in clear, simple English.</p> <p>Offer support in the school office to help parents access information and complete necessary school forms.</p>	On-going Current	School Systems Manager	<p>All parents receive information in an accessible format.</p> <p>Parents understand key school communications and feel supported in accessing information.</p>

<p>Improve the delivery of information in writing in an appropriate format</p>	<p>Provide enlarged, high-contrast print for pupils with visual impairments.</p> <p>Use matt laminates to reduce glare and improve readability.</p>	<p>As required</p>	<p>School Systems Manager</p>	<p>All pupils receive written information in a format they can easily access.</p> <p>Improved inclusion and support for visually impaired students.</p>
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