



## Accessibility Plan for Selsdon Primary School

### Selsdon Primary School

2024-2027

Updated January 2026

#### Section 1: Vision statement

The purpose of this plan is to show how Selsdon Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Selsdon Primary School 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.

#### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

#### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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## Documents and Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching and Learning Policy
- Equality Policy Statement
- Health and Safety and First Aid Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development plan
- Medical Needs Policy
- School Trips Policy

The school's Complaints Procedure covers the Accessibility Plan.

## Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office on request

## Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Selsdon Primary School will address the priorities identified in the plan. The plan is valid for three years 2020-23. It is reviewed at least every three years.

- The plan's focus on the physical environment, curriculum, and written information
- Training
- Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations.
- Complaints procedures

Approved by: Full Governing Body

**Date:** 30<sup>th</sup> April 2024

**Next review date:** March 2027

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## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils

The table below sets out how the school will achieve these aims.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Selsdon Primary School offers a differentiated curriculum for children of all abilities and personalised learning plans so that certain pupils an access the curriculum fully.	<p>Training for specific staff in medication issues including epilepsy (short)</p> <p>Hearing Impairment and Visual Impairment Teachers to be contacted when necessary (medium)</p> <p>Create access plans for individual pupils when required. (medium)</p> <p>To ensure that all children are able to access all out- of- school activities. e.g. clubs, trips, residential visits etc.</p>	<p>Ensure Individual Health Care Plans are completed for all the relevant pupils</p> <p>Reception teachers to obtain information about medical needs during start of year visits</p> <p>Ensure all necessary staff are aware of disabled children's curriculum access</p> <p>Increase confidence of all staff in differentiating the curriculum</p>	<p>First Aider/ Medication Officer</p> <p>SENCo</p> <p>Reception teachers</p> <p>Class teachers &amp; SENCo</p> <p>Class teachers &amp; Subject Leaders</p>	End of Autumn term of each new academic year	All children will be correctly supported for their needs

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			Class teachers to visit trip locations to ascertain suitability for disabled pupils.	Class teachers & Subject Leaders		
Improve and maintain access to the physical environment	<p>Specific children have equipment and seating arrangements which are implemented throughout the year.</p> <p>Transition planning to be thought about in summer term to ensure a smooth transition in September.</p>	Staff to consider layout of the classroom to ensure accessibility for children with a range of learning/ behavioural/ physical needs (short)	<p>Provide wobble cushions when required</p> <p>Provide ear-defenders to children who find the open plan/hall difficult.</p> <p>Provide any suitable equipment as advised by the Children's Occupational Therapy Service.</p>	<p>Class teachers</p> <p>SENCo</p> <p>Children's Occupational Therapy Service</p>	At the start of autumn term of each new academic year	All children will be correctly supported for their needs
Improve the delivery of auditory and written information to pupils	<p>Learning materials to have specific font – both size, design and colour</p> <p>Consider seating plan to accommodate children with hearing and visual impairment.</p> <p>Displays (e.g. high frequency words etc) to be on the same level as the children. To be on display in all classrooms</p>	<p>Whole School font style applied (short)</p> <p>All classroom staff to set up their classrooms with displays (short)</p>	Teachers to start using font in their slides/handouts	<p>Subject Leaders</p> <p>Class teachers</p>		All children will be correctly supported for their needs

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## Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Selsdon Primary school is made up of several buildings. The main building is on two floors and has two flights of stairs.</p> <p>Reception, the canteen, the Nursery and Year One are all in single storey buildings.</p> <p>The grounds are on a slope, there are stairs and ramps.</p>	Annual checks	Caretaker	Annually
Corridor access	All corridors are accessible for wheelchairs and wide enough to manoeuvre.	Ensure all members of staff, including classroom staff keep corridors free of coats and bags on the floor.	All members of staff	Ongoing
Lifts	There is one lift in the building.	Lift already in place but is not currently working. No current action plan to replace.	Caretaker	March 2024
Parking bays	There are not any disabled parking bays in the staff car park.	Set up at least one disabled parking bay and ensure that it is free at all times	Caretaker	April 2024
Entrances	<p>Main entrance door is clear and therefore wheelchair users can see either side of the door.</p> <p>Reception, year 1 and nursery entrance doors are half clear half solid and therefore wheelchair users can see either side of the door.</p> <p>In Nursery, push button and identity card access are on seating level.</p> <p>Other entrance doors, fob access are at seating level.</p>	Annual checks	Caretaker	Ongoing

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	All access doors to the classrooms are wide enough for wheelchair access			
Playground and field	<p>Main playground is on the same level as the main building.</p> <p>Year 1, nursery and reception playground are on a higher level with access through a ramp.</p> <p>Field is on a higher level with access through a ramp.</p>	Ensure all access ramps are clear and accessible.	Caretaker	Ongoing
Ramps	There are several ramps on the site.	Ensure all access ramps are clear and accessible.	Caretaker	Ongoing

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Toilets	There is one disabled toilet available in the school building	Ensure the toilet is always available and clear of equipment.	Caretaker	Ongoing
Reception area	The reception area is all on the same level.	Ensure that it is free of delivery boxes etc	All Staff	Ongoing
Canteen area	Canteen area is accessible through a ramp using the reception building entrance.	Ensure that emergency access is kept clear at all times	All staff	Ongoing
Internal signage	There is very little low-level guidance and signage in school.	Improve non-visual guidance to assist all people to use buildings such as tactile buttons and improve low-level signage.	SENCo Caretaker	End of Autumn 2024
Emergency escape routes	All staff are informed of emergency escape routes on first Inset Day  All pupils are informed of emergency escape routes on first day of school.  Wheelchair users and others with mobility difficulties have an emergency access plan including a named person to ensure they leave the building safely.	Regular fire drills  Ensure plans in place for all wheelchair users.	SLT  Class teachers  Caretaker	Ongoing