*Every Minute Matters*

# Palm Bay Primary School

# Accessibility plan 2025-28

Palm Bay Primary School

Agreed by Governors – June 2025

Date of Next Review – June 2028

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**Palm Bay Accessibility Action Plan 2025-26**

## 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and 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.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or

**Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a

range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| To liaise with local nurseries to prepare for the new intake of children into reception each year | To identify pupils who may need adapted or additional provision | May to July annually | HT<br>EYFS Leader and teachers | Provision set in place ready for when the child/ren start school |
| To liaise with educational establishments to prepare for the intake of new children who transfer within year | To identify pupils who may need adapted or additional provision | Ongoing as need arises | HT &<br>Deputy/SENCo | Provision set in place ready for when the child/ren start school |
| To review policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing | SLT & Governors | All policies clearly reflect inclusive practice and procedure |
| To establish and maintain close liaison with parents | To ensure collaboration and information sharing between school and families. | Ongoing | SLT and all teaching staff | Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning |
| To establish and maintain close liaison with outside agencies for pupils with additional needs | To ensure collaboration between all key personnel. | Ongoing | SLT/SENCo, all teaching staff and outside professionals | Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning |

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|---|---|---|---|---|
| To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision | Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Ensure all children with significant medical conditions have an individual health care plans. | Ongoing | SLT, SENCo and all teaching staff, extra-curricular service providers and educational visits settings | Evidence that appropriate considerations and reasonable adjustments have been made |

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.**

| **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
|---|---|---|---|---|
| Improve the physical school environment | The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. | Ongoing | SLT, site manager and governors | Evidence that appropriate considerations have been made wherever physical school improvements are carried out. |
| Ensure that reasonable adjustments are made for pupils with a disability, medical condition or | Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure | Ongoing | SLT, SENCo, all teaching staff and site manager | As full as possible inclusion for all pupils. Safe evacuation in an emergency. |

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| other access needs | that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. | | | |

**Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community**

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| To enable improved access to written information for pupils, parents and visitors. | Create and offer information in alternative formats<br>Access arrangements are considered and put into place for statutory testing | Ongoing | SLT, teachers, admin team and SENCo | Evidence that appropriate considerations and reasonable adjustments have been made |
| Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education | Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible | Ongoing | Whole school team | Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education. |

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Deputy Headteacher.

It will be approved by the Governing Board.

## 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication

- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy