

# Accessibility Plan 2026-2029 Sellindge Primary School



|                            |                     |                                            |
|----------------------------|---------------------|--------------------------------------------|
| <b>Approved by:</b>        | Full Governing Body | <b>Date:</b> 21 <sup>st</sup> January 2026 |
| <b>Last reviewed on:</b>   |                     | 15 <sup>th</sup> January 2026              |
| <b>Next review due by:</b> |                     | January 2029                               |

## **Aims**

Sellindge Primay School aims to treat all its pupils fairly and with respect. We aim to ensure that our school is welcoming and responds effectively to remove barriers that may make it hard for children or adults to take part in the day to day life of our school. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school aims to provide a stimulating and varied programme of education to enable pupils of all abilities and backgrounds to thrive.

The school is aware of the general duty 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

### *Our Mission*

*Our mission is to provide a safe and secure environment where every child is given every chance to be nurtured and develop.  
We embrace the individual and support them in recognising their self-worth so that they are confident to drive their own learning.  
We equip all our pupils with the skills they need to embrace future opportunities and fulfil their potential.*

This 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. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. The Full Governing Body is responsible for ensuring the delivery of the school's Accessibility Plan.

## **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.

## **Monitoring Arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

The Full Governing Body is responsible for ensuring the delivery of the school's Accessibility Plan. It will be approved at a Full Governing Body meeting.

## **Links with other Policies**

This accessibility plan is linked to the following policies and documents: Health and safety policy; Emergency Procedures Document; Equality Policy; Special educational needs (SEN) information report; Medical conditions policies

## **Accessibility Plan and Audit**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Objectives                                                                                                              | Action Required?                                                                                                                                                                 | Timescale    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Curriculum Access</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Increase access to the curriculum for pupils with a disability                                                          |                                                                                                                                                                                  |              |
| <i>Sellindge Primary School provides a broad and balanced curriculum that is inclusive and tailored to meet the diverse needs of all pupils, including those with disabilities. The school proactively identifies pupils who face barriers to learning, including new arrivals, and implements appropriate support measures to ensure full curriculum participation. Staff development is a priority, with ongoing training that enhances skills and confidence in supporting pupils with special educational needs (SEN) and disabilities. Curriculum progress is rigorously tracked for all pupils, enabling timely interventions and personalised support. The school benefits from collaboration with the Local Authority and external professionals, ensuring that specialist recommendations are effectively implemented. Pupils with disabilities also have access to a wide range of extra-curricular activities, reinforcing the school's commitment to inclusion beyond the classroom. This approach aligns well with the school's mission to nurture each pupil's self-worth and confidence, underpinning their ability to drive their own learning and achieve their full potential.</i> | Continue to use strategies from staff training and adaptations for pupils with SEN to enhance curriculum participation  | Ensure all teaching staff participate in targeted training sessions focusing on adaptive teaching strategies and metacognitive learning approaches.                              | Ongoing      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Enhance curriculum adaptations and resources (including digital support) to meet the access needs of individual pupils. | Maintain an up-to-date resource bank with accessible materials and assistive technologies.                                                                                       | Ongoing      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Monitor and evaluate the impact of curriculum adaptations on pupils' participation and progress                         | Review effectiveness of adaptations and training through staff feedback and observation.                                                                                         | October 2026 |
| <b>Physical Environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Improve and maintain access to the physical environment                                                                 |                                                                                                                                                                                  |              |
| <i>Sellindge Primary School has established a strong foundation in ensuring its physical environment supports accessibility for all pupils, including those with disabilities. The school's layout and facilities, such as ramps, wide</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Conduct a thorough environmental audit using the PINS ( <i>Partnerships for Inclusion</i> )                             | <ul style="list-style-type: none"> <li>- Complete the PINS Environmental Audit for the entire school site.</li> <li>- Review audit findings with staff and governors.</li> </ul> | July 2026    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <p><i>corridors, disabled parking bays, disabled toilets, raised gardening beds, and tactile bumps near steps, are thoughtfully designed to promote ease of access. These adaptations are regularly reviewed and updated to meet pupils' needs as they progress through different year groups and move between buildings. Annual external Health and Safety audits provide a rigorous assessment of the environment, identifying any barriers that need to be addressed. Additionally, staff and governors maintain ongoing oversight of accessibility through premises meetings, ensuring that the environment remains inclusive and safe. Emergency planning procedures specifically accommodate pupils with disabilities, ensuring their safe evacuation if necessary. This proactive approach aligns well with the school's vision of nurturing every child and promoting resilience and self-motivation, as well as its leadership priorities around accessibility and well-being. The school's commitment to continuous improvement reflects the positive culture noted by Ofsted, where pupils feel safe and supported to fully engage in their learning.</i></p> | <p>of <b>Neurodiversity in Schools</b>)<br/>Environmental Audit Tool</p> <p>Implement actions based on the PINS audit findings</p> | <ul style="list-style-type: none"> <li>- Prioritise identified barriers for removal or adaptation.</li> <li>- Allocate budget and resources to address key physical environment improvements.</li> <li>- Integrate accessibility improvements into the school development plan.</li> </ul>                                                                                                          | <p>September 2026</p>           |
| <p><b>Communication</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Improve the delivery of information to pupils with a disability</p>                                                             |                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |
| <p><i>Sellindge Primary School demonstrates strong commitment to ensuring that information is accessible to all pupils, including those with disabilities. The school currently employs a variety of communication methods to support accessible information delivery. These include the use of internal signage, large print resources, loop systems, pictorial or symbolic representations, digital technologies, and coloured paper or overlays. This multimodal approach aligns well with the school's vision of nurturing every child and supporting their individual needs,</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Ensure the new school website meets accessibility standards for disabled pupils</p>                                             | <ul style="list-style-type: none"> <li>- Work with web developers to integrate accessibility features such as screen-reader compatibility, keyboard navigation, alt text for images, and clear font choices.</li> <li>- Provide training for relevant staff on maintaining accessible digital content.</li> <li>- Regularly review and update website content to maintain accessibility.</li> </ul> | <p>July 2026</p> <p>Ongoing</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                |                                                      |                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------|----------------------|
| <p><i>contributing to their confidence and independence in learning. Ofsted praised the school's inclusive environment and the effective support for pupils with SEND, which reflects the school's ongoing efforts to remove barriers to learning. The school's focus on embedding metacognitive independent learning strategies for SEND pupils and the planned rollout of educational technology further reinforce the commitment to accessible communication. However, there is a clear opportunity to enhance the accessibility of digital platforms, including the upcoming new school website, ensuring that all online information is equally accessible to pupils with disabilities.</i></p> | <p>All stakeholders to be aware to the accessibility plan.</p> | <p>Share plan with staff, governors and parents.</p> | <p>February 2026</p> |
| <p>Cost £350 (depending on outcomes from PINS audit)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                |                                                      |                      |