

This Accessibility Plan has been developed in line with current UK legislation and statutory guidance to ensure that the Federation of St Martin's & Seabrook CEP Schools continues to promote equality, inclusion and access for all pupils, staff, parents/carers and visitors.

The Equality Act 2010 remains the core piece of legislation underpinning this plan and brings together previous equality legislation, including the Disability Discrimination Act (DDA). Schools have a duty not to discriminate against, harass or victimise disabled pupils and must take proactive steps to remove barriers to participation.

This plan also reflects:

- The Equality Act 2010 (including the Public Sector Equality Duty)
- SEND Code of Practice: 0–25 years (2015, updated guidance in force)
- Department for Education (DfE) guidance on Accessibility Planning
- Keeping Children Safe in Education (current edition)
- Ofsted Education Inspection Framework (EIF)
- The UK Government's Inclusive Education and SEND Improvement agenda

Under disability legislation, schools are expected not only to treat disabled pupils equally, but where necessary, more favourably, in order to remove disadvantage and secure equitable outcomes.

DEFINITION OF DISABILITY

Under the Equality Act 2010, a person is considered disabled if they:

- have a physical or mental impairment; and
- the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

For the purposes of the Act:

- *Substantial* means more than minor or trivial
- *Long-term* means lasting, or likely to last, at least 12 months (including fluctuating or recurring conditions)
- *Normal day-to-day activities* include activities such as eating, washing, walking, communicating, learning and social interaction

People who have had a disability in the past that meets this definition are also protected.

Progressive Conditions

The Act provides automatic protection from the point of diagnosis for pupils with progressive conditions such as cancer, HIV and multiple sclerosis. Some visual impairments are also deemed disabilities without further assessment.

Conditions Excluded

Certain conditions are specifically excluded, for example a tendency to start fires or addictions to non-prescribed substances.

Disability includes, but is not limited to:

- Physical and mobility difficulties
- Sensory impairments (visual or hearing)
- Learning difficulties and specific learning differences
- Speech, language and communication needs
- Mental health difficulties
- Neurodiversity (e.g. autism, ADHD)

Many disabilities may be *hidden* and not immediately obvious. An impairment alone does not constitute a disability; consideration must be given to the impact on daily functioning.

REASONABLE ADJUSTMENTS

The Federation has a legal duty to make reasonable adjustments for disabled pupils. This duty is anticipatory and ongoing.

Reasonable adjustments may include:

- Changes to policies, practices or procedures
- Provision of auxiliary aids and services
- Adaptations to teaching approaches and assessment methods

A failure to make a reasonable adjustment cannot be justified if the adjustment is reasonable. Decisions are made on a case-by-case basis, taking account of:

- The needs of the individual pupil
- The effectiveness of the adjustment
- Health and safety considerations
- The resources available to the school
- Advice from external professionals

Where a pupil has an Education, Health and Care Plan (EHCP), provision will be delivered as specified. Where needs exist without an EHCP, the duty to provide reasonable adjustments remains with the Federation.

While schools are not required to make structural alterations to buildings under the reasonable adjustments duty, accessibility planning requires schools to consider physical improvements over time.

AIMS OF THE ACCESSIBILITY PLAN

In accordance with statutory requirements, the Federation's Accessibility Plan aims to:

- Increase access to the curriculum for disabled pupils
- Improve access to the physical environment
- Improve the availability of accessible information

The Federation is committed to inclusive practice and to removing barriers that may prevent disabled pupils from achieving their full potential, participating fully in school life and preparing effectively for adulthood.

Wherever possible, reasonable adjustments will also be made to support disabled parents, carers, staff and visitors.

KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to learning and participation for pupils with disabilities
- To create an accessible, inclusive and welcoming environment for all members of the school community
- To challenge negative attitudes towards disability and promote understanding and respect
- To deliver a broad, balanced and ambitious curriculum that meets diverse learning needs

In line with the National Curriculum and SEND Code of Practice, the Federation will:

- Set suitable learning challenges
- Respond to diverse needs
- Overcome barriers to learning and assessment

CONTEXTUAL INFORMATION

St Martin's CEP School

- Maximum pupil numbers of 196
- Approximately 21% of pupils eligible for Free School Meals
- Approximately 14% of pupils receive SEN support
- Buildings are a mix of one and two storeys with a number of steps and stairs.

Seabrook CEP School

- Maximum pupil numbers of 104
- Approximately 18% of pupils eligible for Free School Meals
- Approximately 10% of pupils receive SEN support
- Buildings are a mix of one storey building with a number of steps and stairs.

SCOPE OF THE PLAN

1. Increasing Access to the Curriculum

The Federation will:

- Identify curriculum areas that may present barriers
- Use adaptive teaching, assistive technology and alternative approaches
- Ensure access to enrichment activities, trips and clubs
- Work collaboratively with Local Authority services, health professionals and external agencies

Staff will receive ongoing training and guidance from the Inclusion Lead (SENCo).

2. Improving the Physical Environment

The Federation will:

- Review sites regularly to identify barriers
- Consider accessibility in all refurbishment and maintenance work
- Improve lighting, acoustics, signage and colour contrast
- Review emergency evacuation arrangements (PEEPs)

3. Improving Access to Information

The Federation will:

- Provide information in alternative formats where required
- Use clear, jargon-free language
- Make effective use of digital technology
- Seek feedback from parents/carers and pupils

FINANCIAL PLANNING AND CONTROL

The Executive Headteacher and Finance Monitoring Team will consider the financial implications of this plan as part of annual budget planning. Costs will be built into existing and future budget allocations wherever possible.

MONITORING OF THE PLAN

The Accessibility Plan will be:

- Monitored annually

- Reviewed by governors as part of the monitoring cycle
- Updated in response to changes in legislation, guidance or school context

Progress will be reported to the Governing Board at least once per year.

ACTION PLAN

1. Increasing the extent to which disabled pupils can participate in the school curriculum				
Success Criteria – Improvement Indicators				
Disabled pupils improved engagement and make good progress from their starting points in all curriculum areas				
Pupils with disabilities access the full curriculum, including enrichment				
Positive feedback from pupils and parents regarding accessibility				
Staff demonstrate confidence and competence in adaptive teaching strategies				
Key Actions	Lead	Resources	Timeline	Monitoring and Evaluation
Whole-school training on disability awareness, neurodiversity and inclusive practice	Executive Headteacher (EHT), Inclusion Lead (SENCo)	CPD budget	Annual	Governor monitoring, staff feedback, pupil outcomes
Embed adaptive teaching strategies across all subjects	HoS, Class Teachers	Existing curriculum resources	Ongoing	Lesson observations, work scrutiny
Ensure reasonable adjustments are planned	SENCo	Time, specialist advice	Ongoing	SEN reviews, parent feedback

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and reviewed for all disabled pupils				
Use assistive technology to support access (e.g. iPads, speech-to-text, reading software)	SENCo, ICT Lead	ICT budget	Ongoing	Impact on engagement and progress
Ensure trips, clubs and enrichment activities are accessible	EHT, Staff Leads	Supply cover if needed	Per event	Risk assessments, pupil participation data
Review and update regularly provision plans	SENCo, Class staff	CPD time	Termly	Ongoing reviewed

2. Improving the physical environment of the schools

Success Criteria – Improvement Indicators

Sites are safe, accessible and welcoming

Barriers to access are identified and addressed promptly

Emergency procedures meet the needs of all pupils

Key Actions	Lead	Resources	Timeline	Monitoring and Evaluation
Conduct regular site accessibility audits	HoS	Time	Termly	Reports to EHT and Governors

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Review and update PEEPs for pupils with additional needs	EHT	Time	Annual / as needed	H&S governor checks
Improve visual contrast, signage and wayfinding	EHT	Maintenance budget	Annually	Site inspections
Ensure accessibility is considered in all refurbishments	EHT, Governors	Capital planning	Ongoing	Governor oversight
Conduct regular site accessibility audits	HoS	Time	Termly	Reports to EHT and Governors
Ensure all learning materials are available in accessible formats (e.g., large print, audio).	All staff	Time	Ongoing	SLT monitoring.

3. Improving Access to Information				
Success Criteria – Improvement Indicators				
Information is available in accessible formats when required				
Parents/carers report effective communication				
Pupils can independently access learning materials				
Key Actions	Lead	Resources	Timeline	Monitoring and Evaluation
Provide information in alternative formats (digital, large print, audio)	Admin Team	Time	Ongoing	Parent feedback
Ensure digital platforms	SLT	Main Budget	Annual review	Platform audits

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meet accessibility standards				
Use technology to support communication (e.g., speech-to-text software).	SLT	Main Budget	Annual review	Platform audits
Use clear, jargon-free language in all communications	All staff	N/A	Ongoing	Leadership monitoring
Consult pupils and parents about preferred communication methods.	HoS	Time	Annually	Leadership monitoring
Monitor pupil progress closely and adjust approaches as needed	Class Teacher/ SLT	Time	Termly	Leadership monitoring