

St. Sebastian's C of E Primary School



Accessibility Policy with Audit and Action Plan 2025 - 2027

Approved by:	Full Governing Board	Date: November 2025
Last reviewed on:	October 2023 & 2025	
Next review due by:	October 2027	

Contents

1. Aims	2
2. Legislation and Guidance	2
3. Action Plan.....	4
4. Monitoring Arrangements	5
5. Links with Other Policies.....	5
Accessibility Audit – Reviewed October 2023 – Review October 2025	6

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 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 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.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Senior Leadership Team and Governors.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE 'The Equality Act 2010 and schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

3. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school adapts curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to ensure it meets the needs of all pupils	- Ensure all curriculum areas offer differentiation for children with disabilities. - Curriculum resources include examples of people with disabilities	Subject leaders to review curriculum areas to ensure all subjects are planned to offer differentiation for children with disabilities when necessary.	Curriculum Lead	Ongoing as Curriculum evolves.	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Ramps - Elevators - Corridor width - Disabled toilets and changing facilities	- Ensure portable ramps are available. - Disabled parking - Disabled access signage	- Purchase ramps as required. Get quotations - No official school car park therefore no disabled parking available - Signage to be reviewed and maintained.	Mrs Parnham/Mrs Walton.	As required	Ramps purchased

4. Monitoring Arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Board including the Executive Headteacher.

5. Links with Other Policies

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

- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions and Asthma Policy

Approved by the Governing Body: November 2025

Next Review Date: October 2027

Accessibility Audit – Reviewed October 2025 – Review October 2027

Room	Steps	Ramps	Colour Schemes	Switches	Handles	Doorways	Signs	Handrails	Other
Entrance	✓ Yellow markings on step edge not required	✓	neutral	✓	lever	✓	No Signage in place	On ramp	Signage required - Disabled access indicated at front
Inner Foyer	X	X	neutral	✓	Push/Pull Door	To hallway and HT Office	-	None	
Staff Room	X	X	neutral	✓	lever	✓	-	None	
Polar Bears	X	X	neutral	✓	Push/Pull door	✓	-	None	
Koalas	X	X	neutral	✓	Push/Pull door	✓	-	None	
KS1 Hallway and Cloakroom Area	X	X	Neutral	✓			-	None	

KS1 Boys Toilets	X	X	neutral	✓	Push/Pull Door	✓	-	none	
KS1 Girls Toilets	X	X	neutral	✓	Push/Pull Door	✓	-	none	
EYFS - Pandas	✓	✓	neutral	✓	Lever	✓	-	On ramp	Step down to outside area
EYFS Toilets	X	X	neutral	✓	Lever	✓	-	none	
Admin Office	X	X	neutral	✓	lever	✓	-	none	
EHT Office	X	X	neutral	✓	Lever	✓	-	none	
Photocopy Room	X	X	neutral	✓	Lever	✓	-	none	
Disabled Toilets	X	X	neutral	✓	lever	✓	On Door	On walls	Spacious
Hallway Area to stairs inc Disabled lift and chairlift	✓	X	neutral	✓		Wide doorways or double doors	-	On stairways	Area to be kept clear

KS2 Girls Toilets	X	X	neutral	✓	Push/pull door	✓	-	None	
KS2 Boys Toilets	X	X	neutral	✓	Push/pull door	✓	-	None	
Giraffes	X	X	neutral	✓	lever	✓	-	None	
Staff Toilets x2	X	X	neutral	✓	lever	✓	-	None	unisex
Resources Room	X	X	neutral	✓	lever	✓	-	None	Area to be kept clear
SEND Room	X	X	neutral	✓	lever	✓	-	None	
Cleaners Cupboard	X	X	neutral	✓	Lever - locked	✓	-	None	Limited access – Small area
Hall	✓	✓	neutral	✓	2x push/pull doors	Double Doors from hallway – 1.1/5 doors to playground	-	None	

Main stairs to Library	✓	X	neutral	✓	Push/pull doors	From foyer-double doors	-	On stairways	3 flights of stairs- Limited access to upper floor.
Library and ICT Suite	✓	X	Neutral – bright chairs	✓	Fire door or lever	✓ Double doors	-	none	3 flights of stairs- Limited access to upper floor.
Intervention Room	X	X	Neutral – bright chairs	✓	lever	✓	-	none	3 flights of stairs- Limited access to upper floor.
Elephants	X	X	Neutral – bright chairs	✓	Fire door or lever	✓	-	none	3 flights of stairs- Limited access to upper floor.
Tigers	X	X	Neutral	✓	Lever	Double Doors	-	None	3 flights of stairs- Limited access to upper floor.

Penguins	X	X	Neutral	✓	Lever	✓	-	None	3 flights of stairs- Limited access to upper floor. Could be resolved with stair lift
Class 4 Cloakroom Area	X	X	Neutral	✓	Lever	✓	-	None	Keep Area clear
Back Stairs	✓	X	Pastel	✓	Fire Door – push Button exit/keypad entry	wide	-	On stairways	3 flights of stairs – Limited access
EYFS Playground	✓	✓	Primary Coloured markings	n/a	Lever	Extra wide Bi-fold Doors	-	On ramps	Step up to main classroom area
Main Playground	✓ yellow markings on step edge	✓	Playground markings	n/a	Lever	Wide door from hall	-	none	
Field	X	✓ Slope to field	n/a	n/a	Lever	Wide door from hall	-	none	Assess wheelchair access to field.