Accessibility Plan

Sandgate Primary School

Approved by:	FGB	**Date:** September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Contents

1. Introduction 2
2. Aims 5
3. Contextual Information 5
3. Action plan 6
4. Monitoring arrangements 14
5. Links with other policies 14

1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas. The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

Definition of Disability:

Equality Act 2010:

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

Disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy
- progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia
- auto-immune conditions such as systemic lupus erythematosis (SLE)
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia
- learning disabilities
- mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or unshared perceptions; eating disorders; bipolar affective disorders; obsessive compulsive disorders; personality disorders; post-traumatic stress disorder, and some self-harming behaviour

- mental illnesses, such as depression and schizophrenia
- produced by injury to the body, including to the brain

It is important to remember that not all impairments are readily identifiable. While some impairments, particularly visible ones, are easy to identify, there are many which are not so immediately obvious, for example some mental health conditions and learning disabilities.

Progressive Conditions:

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

What is not counted as a disability

There's guidance on conditions that are not covered by the disability definition, for example addiction to non–prescribed drugs or alcohol.

Reasonable Adjustments:

The school has a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to their non-disabled peers.

The school will not be expected to make adjustments that are not reasonable. With regard to what may be 'reasonable', the Code of Practice will include factors that should be taken into account. It will be for the school to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route. The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing Education Health Care Plan (EHCP) provisions, under which local authorities have to provide auxiliary aids and services where an EHCP details that provision. When a disabled pupil does not have an EHCP (or the plan does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school. As in the previous legislation the school is not under a duty to make alterations to the physical environment.

2. Aims of the Accessibility Plan

Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Sandgate Primary School is committed to equal opportunities for all and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum;
- increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and

- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, wherever possible, Sandgate Primary School intends to make reasonable adjustments to the physical environment of its school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

Sandgate 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. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Sandgate Primary 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 key objectives of our Accessibility Plan are as follows:

- To make all reasonable adjustments to reduce and eliminate barriers so that all pupils have equitable access to the curriculum and can participate fully in the school and wider community.
- To make all reasonable adjustments to provide an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- To provide all pupils with a broad and balanced curriculum, differentiated and adapted to meet the needs of individual pupils, endorsing the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:

    - setting suitable learning challenges;
    - responding to a pupil's diverse learning needs;
    - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual. The school curriculum is regularly reviewed by the Leadership Team and Curriculum Hub Leaders to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential.

The school does this by:

• keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

• providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND

• making use of all class facilities and space

• using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary

• making sure that individual or group intervention is available where it is felt that pupils would benefit from this provision

• any decision to provide group or 1:1 teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made

• setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels

• listening to pupils' views and taking them into account in all aspects of school life.

3. Contextual Information

Sandgate Primary School

Number of pupils 420

14.7% Pupil Premium, 10.5% FSM

15.5% of pupils receive SEN support

The school site contains two buildings and is a large site, with ramped access and only 3 steps leading to the Yr1 playground. There are 3 accessible toilets, 2 in the main building and 1 in the EYs & KS1 building. Corridors are particularly wide.

4. 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	• Sandgate Primary School offers a clearly sequenced curriculum that builds progressively within and across years. Substantive and disciplinary threads are embedded across the curriculum. • Curriculums are adapted for some pupils with a disability so that they gain the essential substantive and disciplinary knowledge, making connections to prior knowledge. • Talk for Writing – how 5 sentence stories can support pupils with SEND. 5 sentence stories provide a structured, visual and repetitive framework for developing communication, language, literacy and confidence. They break writing into manageable chunks thus reducing cognitive load. Helps pupils understand basic story structure (beginning, middle, end). Supports sequencing skills and narrative development. • Oracy sits at the centre of both substantive and disciplinary knowledge, since it enables pupils not only to acquire knowledge but also to practise thinking, questioning, and reasoning in subject-specific ways**.** Oracy is high profile within Talk for Writing and Talk	To further improve adaptive teaching to increase access to the curriculum for pupils with a disability. To drive progress in writing using 5 sentence stories and other adaptive teaching strategies, such as the use of technology, to close the attainment gap in writing between SEND and all pupils. To further embed vision and aims relating to inclusion within all	Adaptive teaching staff training led by Ruth Gately, Education People. Adaptive teaching after school clinics. Lesson monitoring and feedback to teachers. Training on 5 sentence stories. Languages Hub to review Oracy CPD & establish an Oracy Framework, with a focus on Inclusion. Oracy Framework to	Senior Leaders SENDCO Teachers and TAs Curriculum hub leaders and senior leaders Language Hub English Leader	Ongoing Termly Termly, from Term 1 Term 2 Ongoing	85% EYFS pupils meet ELG for Communication & Language 95% Y1 pupils pass Phonics Screening Check Outcome data demonstrates less than 10% attainment difference between Pupil Premium and non-Pupil Premium pupils Clear tracking data demonstrates that children on the SEND register have made rapid progress in writing & reading. Evidence of interventions adapted based on

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	for Reading, with the aim to now further embedding oracy throughout the curriculum to support all pupils develop, connect, and deepen these types of knowledge. • We use resources tailored to the needs of children who require support to access the curriculum. An example includes manipulatives in mathematics. • Curriculum Review Tasks are used to inform necessary improvements and adaptions, ultimately enhancing pupil learning and achievement. Review tasks are adapted to meet the needs of all learners, including those with a disability. • Attainment within the curriculum is tracked for all children, including those with a disability • SMART targets are set effectively and are appropriate for children with additional needs • The curriculum is regularly reviewed to ensure it meets the needs of all pupils • All classes are carpeted to minimise sound • All classrooms have working walls, displaying real-time curriculum content to support progress, displayed using muted or neutral colours and a 'colour scheme' within the class to minimise visual distractions	subjects of the curriculum. To improve pupils' confidence and competence in spoken language and listening skills, including the conventions of discussion and debate. To ensure fidelity to Systematic Synthetic Phonics and drive early decoding within the early years and KS1. Closing the gap for most vulnerable readers.	be added to school English curriculum and published to school website Purchase additional phonics books for Y2 and low attaining KS2 pupils. Baseline all low-attaining word readers Y3–6 SENDCO monitoring for implementation of reading provision & target setting for lower attaining readers identified on the SEND register	English Leader English Leader and class teachers/ teaching assistants SENDCO	Term 1 Ongoing Term 1 Ongoing Term 1 Ongoing Termly Termly	red/yellow analysis.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Dyslexia friendly adaptions ensure pupils with persistent literacy difficulties can access the curriculum • 10 Reader Pens for pupils with persistent literacy difficulties. Reading difficulties linked to dyslexia often make it hard to decode text quickly and accurately. A reader pen removes that barrier by doing the decoding instantly. The user scans a word or sentence, hears it read aloud, and can keep pace with the material rather than getting stuck. This builds reading confidence alongside comprehension -- the two tend to improve together when the frustration is removed. • The use of school-wide Padlet and Clicker to support recording across the curriculum for those pupils with persistent literacy difficulties. • The use of other technologies, such as Immersive Reader and Speech to Text. A dedicated pupil printer to allow for quick and easy printing of computer-based learning.	Pupil Learning Plans and Personal Support Plans contain personalised targets for children with disabilities and these targets will be SMART. To improve pupils' vocabulary by providing visual communication vocabulary boards for individual subjects.	Create and disseminate vocabulary communication boards. Staff training on use of Reader Pens and new technologies within the school.	SENDCO	Termly Term 1 Ongoing (Awaiting arrival of Reader Pens and other technologies)	
Improve and maintain access to the physical environment	• Disabled toilets totalling 3 • Disabled parking space at front of school • Handrail leading up the slope to the EYs and KS1 building	Maintain and monitor playground and paths and interior floors to ensure they are even.	Caretaker, Headteacher, Business Manager and Governors to audit the	Caretaker Business Manager Headteacher	Ongoing	Health and Safety audit reports that all floor surfaces are even and safe.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Corridor widths allow for access and have been streamlined to provide wider corridors without as many resources cluttering these. • Reading books in the main corridor libraries have been replaced to ensure they are accessible to all pupils, including those using wheelchairs. • Sanitary and medical bins in designated toilets • Consideration for disabled pupils when being safely evacuated, for example, silent fire drills, ear defenders, support through picture books and social stories. • Environments are low stimulation with calm colours with a clear layout. Reduced display boards in favour of shelves displaying pupil progress in specific curriculums throughout the school. • Corridor café established for pupils with specific disabilities who find the main hall at lunchtime overwhelming. • Blinds in all classrooms to assist children with visual disturbance/ visually impaired children. Where blinds are not in place, these are ordered and high priority. Some	Ensure that emergency evacuation procedures are clear and consistent Ensure that changing facilities for pupils with an Intimate Care Plan are appropriate and safe.	flooring, specifically in the main hall and the laminate flooring in the corridors. Seek advice and external review by the Physical Disability Specialist Teaching Service. Ensure that pathways and corridors are free from obstructions. Ensure that disabled toilets are free from obstructions. To improve external lighting around the school, notably along	Governors SENDCO and Family Liaison Officer Senior Leaders Caretaker Caretaker Business Manager Governors Headteacher	Term 1 meeting scheduled – ongoing Termly inspections Ongoing Ongoing	PD Team report that the school has made effective adaptions for specific pupils with disabilities and are working to action recommendations. Termly inspections find that corridors, pathways and toilets are free from obstacles, and feedback results in swift improvement. External lighting along pathways and in car parks.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	windows will have anti-glare tints applied. • Classrooms are optimally organised to promote the participation and independence of all pupils by reviewing and implementing a preferred layout of furniture and equipment to support the learning process in each classroom. Specific pupils have personalised workstations to support their access to the curriculum and the environment. • Standing desks are provided for pupils with specific disabilities. • Designated sensory room • The Haven – a designated room for interventions with access to a courtyard with artificial grass which is used for sensory circuits, sensory/movement breaks. Investment July 2025 to purchase sensory circuit resources, equipment and adaptive furniture for pupils with disabilities. • Fobs are on all external doors so the school building is a safe place for all learners. • Play surfaces and equipment have non-slip surfaces.		pathways and the car parks. PEEPs in place for all staff and pupils who require one.	Business Manager SENDCO	Sensory Rm – Community for Schools bid Term 2 for additional resources and update.	Pupils with disabilities evacuate the school safely and in a timely manner.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Risk assessments for specific pupils take into account the school's physical environment.					
Improve the delivery of information to pupils with a disability	• Curriculum unit details include Necessary Context for Learning (how the children will learn it), pupil learn statements, key vocabulary, pre-requisites and substantive and disciplinary language stems • Unit plans identify clear end points • Detailed assessments using review tasks identify those children not at expected standard meaning those not keeping up are quickly identified • High-quality teaching is seen across the school and investment in CPD ensures that staff feel confident in subject teaching. For example, Talk for Writing and Reading training and workshops ensure that English is taught to a very high standard. • Some child-friendly policies • Social stories and visuals used for specific pupils and leaflets/posters shared with all pupils and parents/carers before transitions and off-site trips. Examples include what to expect at Sports Day, Harvest Festival, Meet Your New Teacher booklet.	Teaching staff to use a range of resources to meet the individual needs of disabled pupils. Adaptive teaching, following the EEF's 5 a-day principles, embedded and used consistently throughout the school. Further embed the use of visual timetables to increase independence and reduce behaviour dysregulation for all pupils, particularly those with SEND.	Monitoring of resources used by teaching staff, along with lesson observations and pupil conferencing about what resources help pupils with their learning and social interactions, for example. Staff training to revisit the EEF's 5-a day principles for adaptive teaching. Ruth Gately INSET. Monitoring of lesson plans and lessons	Senior Leaders SENDCO SENDCO Senior Leaders Curriculum Hub Leaders	Termly monitoring Ongoing Term 1 Ongoing Termly Ongoing	Lesson observations demonstrate appropriate adaptivity. Clear tracking data demonstrates that children on the SEN register have made rapid progress in reading. Monitoring demonstrates additional to and different maths provision for pupils on SEND register. 85% EYFS pupils meet ELG for Communication & Language

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Dyslexia friendly classrooms and resources. For example, dyslexia friendly fonts used on IWBs, coloured overlays accessible for pupils and parents, dyslexia friendly reading books accessible, coloured exercise books, Reader Pens, Padlet, Clicker, Immersive Reader and Speech to Text.	Widget used by staff. Further embed the pre-teaching of vocabulary and task management boards to support pupils with a disability. Develop the use of social stories to support pupils with regulation and mental health. Use social stories and visual leaflets to prepare pupils for change, transition and off-site trips.	being taught to ensure that teachers are being adaptive to ensure access for all. Monitor the regular and consistent use of visual timetables in every class. Conference with pupils about their use and effectiveness. Learning walks, lesson observations, teacher briefings and SENDCO clinics. SENDCO modelling of social stories disseminated	SENDCO SENDCO FLO SENDCO SENDCO	Termly Ongoing Term 1 Ongoing Ongoing Term 1 Ongoing	Vocabulary assessments show 15% growth termly. Talk for Reading lessons in all classes demonstrate teaching of spoken language using the school's Framework.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			amongst staff and communicated with parents. Widget Online software purchased.	Class Teachers		

5. 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 Governing Body, Lianne Jones Acting Headteacher and Rachel Shoob SENDCO.

It will be approved by Governing Body and Lianne Jones Acting Headteacher.

6. Links with other policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality Objectives
- SEND Information Report
- SEND and Disability Policy
- Intimate Care Policy

The plan will be made available online on the school website, and paper copies are available upon request.