SOUTHWICK CE PRIMARY SCHOOL
Southwick Primary School Accessibility Plan for 2025 - 2029

Our Ethos
At Southwick CE Primary School, our Accessibility Plan is rooted in our Christian foundation and guided by the biblical principle **'Do everything in love' (1 Corinthians 16:14)**. This commitment shapes how we welcome, value and support every member of our school community. We believe that each person is made in the image of God and therefore deserves dignity, compassion, understanding and equity. Our approach to accessibility is not only a legal duty, but a moral and spiritual one, ensuring that all pupils can flourish academically, socially and spiritually.

Purpose of the Plan
The purpose of this plan is to show how Southwick CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils. In doing so, we seek to live out our Christian values by removing barriers, showing kindness in action and enabling all children to participate fully in school life.

Legal background
From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEA`s against either current or prospective disabled pupils in their access to education It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum(this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education);
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.(this will include planning to make written information that is normally provided by schools to its pupils available to disables pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe

Southwick School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.
As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility.

Contextual Information
The school is a one storey building which has disabled facilities and toilets. Wheelchair access is available into the main building and into the mobile classroom. There is disabled parking on site. All areas of the school grounds are accessible

to wheelchair users, although an area near the school pond may give restricted access unless accompanied by an adult. At present we have no wheelchairs dependent pupils but we have some parents with mobility impairments.

The Current Range of Disabilities within Southwick Primary School

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices; kitchen staff liaise with parents to ensure that foods prepared are appropriate. We actively discourage the use of nut-based products in school to minimize risks. Staff are provided with information relating to the medical needs of all children in the school.

We have competent Paediatric First Aiders and First Aiders who hold current First Aid certificates. All medication, other than inhalers, is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Where needed, Individual Health Plans are created.

Southwick CE Primary School
Accessibility Plan 2025 - 2029

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Annually	Achieved
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
Review PE curriculum to ensure PE accessible to all; liaise wit CSL re sporting events.	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	All children to have access to PE and be able to excel	on-going	
Physical Environment				
To ensure that all areas of the school buildings and	Audit of accessibility of school buildings and grounds	Modifications will be made to	Ongoing	

grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	by SLT and Resources Governors. Suggest actions and implement as budget allows.	the school building to improve access.		
Curriculum				
To provide CPD for support staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for TA's as needed	TA's are able to enable all children to access the curriculum.	Ongoing	
To ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residentials etc.	Review out-of-school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Ongoing	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo	
Use computer software/apps to support learning as needed	Make sure software installed where needed	Children will have wider access to resources in the classrooms	Annually	
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
Written/Other Information				
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	As needed	
To ensure that parents who are unable to attend school, because of a disability, access parent's evenings.	Staff to hold parents evenings by phone or send home written informations	Parents are informed of children's progress	Twice a year (Autumn and Summer)	