



# Elton Church of England Primary School

## Accessibility Plan

Date policy last reviewed: \_\_\_\_\_

Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors

Date: \_\_\_\_\_

## **Contents:**

### [Aim of the Accessibility Plan](#)

1. [The Accessibility Audit](#)
2. [Planning duty 1: Curriculum](#)
3. [Planning duty 2: Physical environment](#)
4. [Planning duty 3: Information](#)

## **Aims of the Accessibility Plan**

This plan outlines how Elton Church of England Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways determined having taken into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

|  | Objective   | What  | Who   | When      | Outcome  | Review                        |
|--|---|---|---|-----------|--|-------------------------------|
|  | To review the accessibility of all areas of the new curriculum  | Audit of the curriculum   | Headteacher, teachers, SENDCO   | June 2024 | Management and teaching staff are aware of any accessibility gaps in the curriculum. These will form action points in the SIP and accessibility plan | Annually                      |
|  | To ensure that there is expertise across the school in different types of SEN support to enable all pupils to access the curriculum | Professional development targets/Pupil Progress meetings – training needs identified  | Headteacher, specialist teaching support team, SENDCO, teaching staff | Ongoing   | Staff members have the skills to support pupils with SEND and can disseminate to others  | Ongoing re pupils' needs      |
|  | APDR targets and plans support children with SEN to access all aspects of the curriculum  | APDR – time to review and target set in PDMs. Liase with LA re writing model APDRs and EHCP applications to ensure best outcomes for pupils | SENDCO<br>Specialist support LA                                       | Termly    | SEND pupils have clear (SMART) targets which are known by all staff. Strategies to support them are therefore consistent and effective               | Summer Term 2024 – LA support |

## Planning duty 2: Physical environment

|  | Objective  | What  | Who  | When   | Outcome  | Review   |
|--|--|---|--|--|--|--|
|  | <p>To ensure that any future changes to the physical layout of the building are compliant with accessibility legislation and best practice</p> <p>To liaise with diocese re funding opportunities for any capital projects which could improve accessibility</p> | <p>Field access</p> <p>Internal steps</p> <p>Lighting</p> <p>Flooring</p> <p>Ramps to external door thresholds</p> <p>Kitchen access</p> <p>Break-out areas</p> | <p>Claire Arnold, Chair of Govs, Premises and finance link governor, Kerry Darby, Diocese, LA, conservation and planning officer</p> | <p>Ongoing ref School Condition surveys and capital funding applications</p> <p>Academic year 23-24 – Carbon Funding opportunity</p> | <p>Improvements made to the school re accessibility (reasonable adjustments)</p> | <p>FGB annual agenda item and Health and Safety Working Party meetings</p> |

### Planning duty 3: Information

|  | Objective  | What  | Who  | When      | Outcome  | Review                             |
|--|--|---|--|-----------|--|------------------------------------|
|  | Ensure that software and school IT is accessible to children with SEND | Audit of website /software programs/apps used etc<br><br>IT assessment of need from LA support team | Headteacher,<br>Link SEND governor,<br>Nikki Yassini | Summer 24 | Audit and resulting action plan identifying suitable resources to support SEND | One academic term post any changes |