Elton Primary School & Nursery

Accessibility Policy and Plan

In our school, the wellbeing and education of all our children comes first

Reviewed	Autumn 2026
Review	Autumn 2027

Accessibility Policy

Elton Primary School and Nursery was described by OFSTED inspectors as being a "welcoming and caring school" where children "recognise that 'being unique makes you special' in this inclusive school". We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Policy

This policy shows how Elton Primary School and Nursery endeavours to ensure the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to 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 access to the physical environment of school - this includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery of written information to disabled pupils - this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Elton Primary School and Nursery has been in its current location since 1920. The original single storey building houses the infant area and the nursery. A 1970s single storey open plan area houses the junior area. A disabled toilet is available in the link area between the two sections of school, and is accessible to people visiting the Children's Centre also.

All access to the school is on the same level which is wheelchair accessible throughout. All doors are wheelchair accessible including ramps in KS1 classes.

At present we have no full-time wheelchair dependent pupils, parents or members of staff. However, one of our children does occasionally require the use of a wheelchair.

Current Range of known disabilities

The school has children with a range of disabilities that include moderate and specific learning disabilities.
We have a small number of pupils who have a hearing impairment.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Individual action plans are created as and when required – in consultation with relevant external agencies.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. For off-site visits a full risk assessment is always undertaken.

ACCESS FOR CHILDREN WITH A DISABILITY TO THE SCHOOL CURRICULUM

Through rigorous self-review and continuous professional development, we further enhance staff knowledge, skills and understanding to facilitate outstanding teaching and learning for all children. We aim to meet every child`s needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure classroom support staff have specific training on disability issues	TAs access appropriate training: De Escalation training Team Teach training for all teaching staff Sensory impairment training Epilepsy training Asthma training	As identified by TA meetings with Line Manager (SLT)	SLT and SENDCO	Raised awareness of SEND reforms Raised awareness of conflict spiral and de-escalation strategies Signpost to resources to support in classroom

	Diabetes training			
Ensure all staff are aware of curriculum access of children with a disability	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child (Action for Inclusion)	As required	SENDCO and SLT	All staff aware of individual needs
Ensure all children are supported in regulating their emotions	All staff will be trained in sensory circuits (including from outreach support schools) and will deliver circuits on a regular timetabled basis to those who need it.	Daily circuits Training updated and required.	SENDCo	Circuits are delivered and support the identified children to manage emotions effectively.
Use ICT software to support learning	Ensure software is installed where needed	As required	ICT SENDCO and SLT	SEND pupils able to access the curriculum more effectively with improved visual aids
Educational visits accessible to all	Risk assess new venues for appropriateness	As required	Class teacher / EVC	All pupils within school able to access all educational visits and participate in a range of activities
Ensure PE curriculum is accessible to all	Ensure curriculum is tailored to individual need	As required	Class teacher/PE co-ordinators	All pupils to access PE curriculum and have opportunity to excel
Meet need of pupils with temporary physical	Risk assessments completed with parents and	As required	SENDCO / SLT	Individual pupils will have their needs met

difficulties (broken limbs/operations)	staff. Additional staff to support if appropriate.			with appropriate support and resources. Class teachers involved in writing Risk Assessments.
Continue to provide support for Young Carers	Class teachers to inform Learning Mentor of circumstances Direct access to Learning Mentor support for families Special activities to acknowledge their inspiring contribution to family and school.	As required	SENDCO/Learning Mentor / SLT	Young carers identified and supported resulting in appropriate adjustments being made and an increase in self-esteem. The profile of young carers will be raised amongst staff
Continue to provide support for bereaved children	Class teachers to inform Pastoral Team of any support required	As required	SENDCO/Learning Mentor / SLT / ELSA	Bereaved children identified and supported. Appropriate adjustments made

PHYSICAL ENVIRONMENT OF THE SCHOOL

Elton Primary School and Nursery is a single storey building. Accessible toilet facilities are available. There are disabled parking bays within the carpark. There is level access to the school building.

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure school is aware of access needs of pupils, staff, governors, parent/carers and visitors who have a disability	To create access plans for individual pupils with a disability as part of SEND paperwork Be aware of access needs of staff, parents/carers, governors and meet as appropriate	As required Induction and as required	SENDCO / SLT / Class Teacher	SEND paperwork in place for disabled pupils and all staff aware of individual needs

Ensure all pupils with a disability can be safely evacuated	Ensure all 1:1 staff are aware of their responsibilities. Create individual Personal Emergency Evacuation Plans (PEEPs) when required.	As required	SENDCO / SLT / Class Teacher	All disabled pupils and 1:1 staff are safe in the event of a fire
All fire escape routes are suitable for all	Health and Safety audit	Annually	SENDCO/Health and Safety Officer / SLT / Class Teacher	All disabled pupils, staff and visitors able to evacuate safely
Ensure all children have suitable area to go to when emotionally dysregulated.	An ELSA room, a sensory Early Years area and the Children Centre area will all be accessed by children who at times require a sensory/emotional break from their classroom.	As required	SLT Class Teachers HLTAs/TAs	Areas are used regularly. Children are supported in regulating their emotions.

DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS

Elton Primary School and Nursery makes written information available to disabled pupils through the sourcing of additional materials/equipment (handouts/textbooks/staff time). This ensures that disabled pupils are appropriately supported within their daily lessons.

Target	Strategies	Timescale	Responsibility	Success Criteria
To ensure all parents/guardians have access to required information.	All letters/newsletters are emailed out and stored on website. Staff verbally rely the information to parents who have difficulty accessing or reading the letters.	As required	Teacher SLT Office staff	Website / school information available, accessible and compliant with requirement for access
Provide access to translation services for parents for whom	Use freely available translation internet services.	As required	SENDCO/EAL Lead	Parents are able to understand and respond to

English is an additional language.	Where this is insufficient then use Language Line service as required .			school's communication about the needs of their child/children
Ensure information to parents/carers is accessible	Learning Mentor to support parents to access information and complete forms	As required	Learning Mentor / Admin / Class Teacher	All parents able to access appropriate information and complete forms All parents receive information in their preferred way
Child SEND Profiles to be accessible	Provide information in clear, concise language	Annually	SENDCO	Staff aware of pupil`s preferred method of communication
Ensure the delivery of writing is in an appropriate format for VI pupils	Provide suitably enlarged clear print for VI pupils ensuring background contrast colours are matched to individual need Provide iPads or equivalent for pupils with Visual Impairment when recommended by Specialist Teacher	Ongoing	SENDCO / class Teacher / teaching assistant	All pupils can access written information
Visual timetables	All classes use visual timetables which are updated daily.	Ongoing	Teachers	All parents are aware of how each day is planned out.