

# Elworth C of E Primary School



## Accessibility Plan

Date:	October 2025
Review Cycle:	3 Yearly
Reviewed By:	Mrs S Buckley
Approved By:	Mr N Garratt
Next review date:	October 2028
Nominated Governor:	Mr B Pitt

## **Introduction**

At Elworth CE Primary School we aim to treat all pupils fairly and with respect.

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.

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.

## **Legislation**

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

### **Monitoring**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

### **Links with other policies**

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

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Intimate Care Policy

## Elworth C of E School Accessibility Plan 2023-2026

Aim: Increase access to the Curriculum for pupils with a disability.					
Current good practice	Objectives	Actions to be taken	Timescale	Person Responsible	Success Criteria
At Elworth we offer a curriculum designed to meet the needs of all learners.	Continue to improve the provision for all pupils with SEND.	Review SEND access to curriculum within class sessions. Audit staff skills and knowledge Staff training Support from external providers	Ongoing	SENCo	All pupils have equal access to a broad and balanced curriculum
Access to learning and Interventions Our provision map ensures that interventions are delivered across the school to address educational needs.	Develop provisions in EYFS/ Key Stage 1 and Key Stage 2 that meet the needs of individual learners	Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	Ongoing	SENCo Pastoral and Wellbeing Lead Learning Mentor	Needs of all pupils are being met and children are making progress.
Our pupils with SEND are supported through enrichment activities outside the classroom	All educational visits to be accessible to all pupils	Risk assessments to ensure that all children including children with physical	As required	Phase Leader/ SENCo/ Deputy Headteacher	All pupils are able to access educational visits and take part in activities.

including educational visits.		<p>disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability.</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>			
Early Identification of children with special educational needs.	Ensure all staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCo	Raised confidence in identifying specific needs.
At Elworth, the PE curriculum is led by a specialist PE team.	Review PE curriculum to ensure PE is accessible to all pupils	Ensure whole school events can be adapted to include all children. Discuss with staff who run out of school clubs, and people running other clubs after school.	As required	PE Team SENCo	Disabled children feel able to participate equally in out of school activities.
SEND information is available to all parents. The SEND policy and Information Report are available on the SEND page of the school website. SEND Support plans are shared termly with parents.	Communication with Parents	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p> <p>Ensure parents meet and can contact SENCO at any time.</p> <p>Parents meet regularly with SENCO</p>	Ongoing	SENCo	<p>Parent/school communication is strong.</p> <p>Parents confidently contact SENCO for support and advice</p>

		to access further support and advice.			
Children are at the heart of SEND support plans and their views are gathered and collated in the all about me section.	Pupil Voice	<p>Children are given opportunities to share their concerns, their views and their ideas.</p> <p>Adaptations are made as needed.</p>	Ongoing	SENCo	Children's voices are heard and acted upon.
<b>Aim: Improving Delivery of information to pupils with a disability</b>					
Current good practice	Objectives	Actions to be taken	Timescale	Person Responsible	Success Criteria
At Elworth we use a range of communication methods to ensure information is accessible to all learners.	<p>Pupils with social communication needs including a diagnosis of autism are supported with a range of communication methods, including visual supports, social stories to reduce anxiety throughout the school day.</p>	<p>All staff to attend the Good Autism Practice training.</p> <p>Communication methods are clearly identified and recorded on support plans.</p> <p>'Widget' visuals are used in all classrooms, for example, traffic lights, timetables, task lists</p>	Ongoing -	All staff SENCo	Pupils with social communication needs are supported effectively throughout the school day.

	<p>Pupils with specific learning difficulties, including pupils with dyslexia are supported with visuals, scaffolds, supports and interventions which enable them to access the curriculum.</p>	<p>Quality first teaching in all classrooms.</p> <p>Visuals, scaffolds and supports</p> <p>Dyslexia screening and assessments completed using GL toolkit.</p> <p>Overlays to reduce visual stress if appropriate</p> <p>AR reading assessment.</p>	Ongoing	All staff SENCo	Children with specific learning difficulties, including children with dyslexia are able to access the curriculum.
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**Aim: Improve and maintain access to the physical environment.**

Current good practice	Objectives	Actions to be taken	Timescale	Person Responsible	Success Criteria
The school environment is adapted to meet the needs of the pupils, staff and parents. At present, this includes ramps, corridor width, disabled parking, accessible toilets.	To be aware of the access needs of all pupils, staff, parents and carers.	<p>SEND objectives and strategies are in place for all pupils.</p> <p>Playground Equipment updated in Key Stage 2 to meet the needs of all pupils (stage 2).</p>	<p>Ongoing</p> <p>Summer 2024</p>	Site Manager	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p>

		<p>Playground area to be developed in EYFS</p> <p>Communication in print around school to help children's understanding and visual recognition</p> <p>If need arises, consideration to be given to hoist if required.</p>	<p>Ongoing - widgets</p> <p>NA at present</p>		<p>Parents have full access to all areas of school.</p>
	<p>Review markings to identify possible hazards on the school grounds.</p>	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.</p> <p>Check exterior lighting is working on a regular basis</p> <p>Classroom door ramps</p> <p>Entrances into school</p> <p>EYFS Canopy Struts</p> <p>Playground</p>	<p>Annually, and as new children join the school throughout the year</p> <p>As required</p>	<p>Site Manager</p>	<p>Children can access all parts of the school ground safely.</p> <p>Visually impaired people feel safe in school grounds.</p>

At Elworth we use a range of communication methods to ensure information is accessible to all learners.	Liaise with the Hearing Impairment team/ teacher so that pupils who are hearing impaired can hear the teacher well - this will benefit all pupils	Work with the hearing impairment team.	As required	Head Teacher Site Manager	Children who are hearing impaired are supported effectively so that they are able to access learning in the classroom.
At Elworth, we have accessible carparking.	Disabled members of staff and visitors have a place to park in the staff car park near the main entrance.	<p>There are two disabled car park spaces for members of staff and visitors to park throughout the school day.</p> <p>The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building</p>	ongoing	Site Manager	There are two disabled places members of staff and visitors to park throughout the school day.