

Elkesley Primary and Nursery School



Accessibility Plan 2024 - 2026 (Policy Number 24)

Compiled by	Mr C Marsh	June 2024
Agreed by	Staff	
Approved by	Governors	
Date of Review		June 2026

Introduction

The aim of this plan, to be read in conjunction with the school Equality Policy and Special Educational Needs and Disability Policy, is to ensure that the school fulfils its statutory duties under the Equality Act 2010.

In carrying out its functions in line with the Public Sector Equality Duty, Elkesley Primary and Nursery School enacts this plan as the vehicle through which it ensures due regard to the legal requirement to prepare:

- an accessibility plan;
- further such plans at such times as may be prescribed.

Purpose of Plan

This accessibility plan is a plan for, over the prescribed period June 2024 to June 2026:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Definition of disability

A person is deemed "disabled" under the Equality Act 2010 if he/she/they has a physical or mental impairment that has a substantial and long-term adverse effect on his/her/their 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 schools (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)

Accessibility Plan Objective 1: To increase the extent to which disabled pupils can participate in the school's 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.

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. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs.	Annual training cycle that includes SEND and specific training as identified	On-going and as required	SENCO and HT	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure the curriculum is adapted to meet the needs of all children.	Differentiated planning across the curriculum where required.	As required – per pupil	SENCO and HT	All staff aware of individual needs.
Establish and maintain a close liaison with parents	Parents of children with IEPs are invited to review targets and provision and the class teacher termly.	Termly	Class teacher/SENCo	All staff aware of individuals needs.
Establish and maintain close liaison with outside agencies for pupils with additional needs.	Time allowed for staff to attend relevant meetings, training opportunities and networks.	On going	Class teacher/SENCo	Teaching staff are able to attend the relevant meetings, enabling them to meet the needs of the child.
Ensure pupils needs can be met using IT equipment or other resources following identification when required.	Ensure software is installed where needed.	As Required	SENCo/ IT Technicians	Children have timely access to relevant supportive and cost effective equipment to meet their needs.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Include all pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits	Early planning and risk assessments for regular trips to meet identified needs of individual pupils.	As required	HeadTeacher/EVC/SENCo	All pupils are accessing and experiencing the opportunities available.
Include all pupils with a disability, medical condition or other access needs as fully as possible in extra-curricular provision	Early planning and risk assessments to meet identified needs of individual pupils.	As required	Class teacher/SENCo	All pupils are accessing and experiencing the opportunities available

Accessibility Plan Objective 2: To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant reviews. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the IEP process when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate; Consider access needs during recruitment process.</p> <p>Ensure staff aware of Environment Access Standard.</p>	<p>As required</p> <p>Recruitment Process / Induction and on-going if required</p> <p>Annually</p>	<p>SENCO</p> <p>Head Teacher</p> <p>Head Teacher</p> <p>Head Teacher</p>	<p>IEPs in place for disabled pupils and all staff aware of pupil needs</p> <p>All staff and governors feel confident their needs are met; parents have full access to all school activities; access needs do not influence recruitment and retention.</p>
Ensure all pupils can be safely evacuated.	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p> <p>Develop a system to ensure all staff are aware of their responsibilities.</p>	<p>On going</p> <p>Annually</p>	<p>SENCO</p> <p>Headteacher</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire or other emergency resulting in evacuation.</p>
Ensure the site is accessible to disabled visitors/stakeholders	<p>Parking spaces available near the main entrance available for disabled visitors when required; ramp to access main entrance which is suitable for wheelchair access.</p>	<p>Maintenance On-going and as required and as appropriate</p>	<p>LA Caretaker</p>	<p>All visitors are able to access the site from the main entrance and feel welcomed.</p>

Accessibility Plan Objective 3: To improve the delivery of information which is readily accessible to pupils who are not disabled 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. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Time-Scale	Responsibility	Success Criteria
Provision of written materials to pupils and parents to meet their needs.	Regularly review information shared with parents/carers to ensure it is accessible to all (use of coloured paper, text size, visual timetable and language). School office will support and help parents to access information and complete school forms.	On-going	SENCO Office Manager	All parents and pupils receive information in a form they can access.
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Updates: On-going	SENCO	Staff produce their own information
Review documentation on website to check accessibility for parents with English as an additional language/disability in order to support their child's learning.	Review of Website Primary site uses google translate to support EAL parents	As Required	SENDco Office Manager	Pupils and parents feel supported and included.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included

Breaches of Policy

Any teacher who is alleged to have breached this policy will be subject to appropriate professional procedures in line with the expectations laid out in the Teacher Standards. Any governor or member of school staff who is alleged to have breached this policy will be subject to appropriate procedures in line with the expectations laid out in the school's Code of Conduct. Complaints should be made using the school's published Complaints Policy