



ACCESSIBILITY POLICY

This policy was adopted and ratified by the Full Governing Body of Elburton Primary School.

Date	Description
February 2022	Reviewed
March 2024	Reviewed
March 2026	Updated to include further information on PEEPs and monitoring
March 2029	Update Policy (or sooner if required)

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

- The headteacher is responsible for day-to-day implementation and will report progress to the Board at least annually.
- The SENCO will maintain and review individual access plans and PEEPs and coordinate liaison with external agencies.
- This Accessibility Plan will be published on the school website and reviewed every three years or sooner in response to changes in need or legislation."

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Elburton Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and our Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Elburton Primary School Accessibility Plan
Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff and parents/carers	The school staff are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process Ensure children, staff and all people entering the site can access areas of school required Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired Widget symbols used, where appropriate, to help children's understanding and visual recognition.	As required	• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & Trustees are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges, in discussion with PATSS (Plymouth Advisory Team for Sensory Support) Check exterior lighting is working on a regular basis	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year. IHCP in place and reviewed annually

	Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate Individual Health Care Plan created and reviewed annually Consider assistive technology to support access to the curriculum alongside and recommended interventions e.g. touch typing		Support from visual impairment team in place Assistive technology used effective where required
Adaptive lunchtime provision	Ensure children who need longer to eat lunch have more time during lunchtime. Children who require additional support have their needs met by a trusted member of staff Small group nurture provision offered on a needs led basis using different areas of the school	Daily	All children can access adequate time for lunch All children have their pastoral needs met
Ensure there are enough fire exits around school that are suitable for people with a disability	PEEPs will be created for any pupil or staff member with mobility, sensory or cognitive needs that affect evacuation. Each PEEP will state roles and responsibilities, evacuation routes, equipment required and practice frequency. PEEPs will be reviewed termly and after any change in condition. Evacuation drills will include scenarios involving pupils with PEEPs at least annually, with outcomes recorded and improvements actioned Daily health and safety checks of the school Ensure staff are aware of need to keep fire exits clear Regular external fire safety audits	Daily	All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed.	Annually, and as new children join the school	All physically disabled persons can be safely evacuated.

	Children's SEND needs are considered on an individual basis when planning for a whole school evacuation/fire drill	throughout the year	
Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.

Elburton Primary School Accessibility Plan
Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	The school will maintain an assistive technology audit to identify pupils who would benefit (e.g. speech-to-text, text-to-speech, enlarged displays, alternative input devices) and ensure licencing/support is budgeted for. The school will monitor attainment, attendance, behaviour and participation in extracurricular activities for pupils with SEND and disabilities and compare these to peers. Where gaps are identified, the school will implement targeted actions (recorded in the plan) and monitor impact termly Class teachers and support staff will be trained in the use of key tools. Accessibility requirements will be considered when purchasing new software/hardware. Teaching resources and homework will be provided in accessible formats on request (large print, audio, translated summary where appropriate). Ongoing monitoring from SENCO. Liaise with external professions e.g. SALT/CIT/MAST to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaption.	On-going	All pupils have equal access to a broad and balanced curriculum A strong, universal offer considers all needs is embedded daily

All school visits and trips need to be accessible to all pupils	Risk assessments to ensure that all children including children with SEND and physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability Ensure staff are fully briefed with regards to children with SEND Close liaison with parent of parents with SEND prior to the trip to make relevant adaptations and arrangements where required. All off-site activities will have an accessibility-focused risk assessment recorded on the school's visits system prior to booking. The risk assessment will identify reasonable adjustments, named staff with responsibilities, transport suitability and emergency arrangements (including PEEPs where relevant).	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports where required Suitable adaptations to resources made available where required	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure children with SEND and a physical disability can take part equally in whole school events, lunchtime and after school activities	Ensure whole school events can be adapted to include all children All individual needs are made clear to staff/external providers running a club prior to the club commencing. This includes breakfast, after school and holiday club provision All pupils, including children with SEND, invited to represent the school at all levels including school council, choir, sporting events	As required	All children including children with SEND and a physical disability feel able to participate equally in all school activities.

Ensure all staff have specific training on how to support children with SEND and physical disability	The school will maintain a yearly accessibility and SEND training plan that sets mandatory training for all staff (e.g., awareness of reasonable adjustments, PEEPs, inclusive classroom strategies) and role-specific training for teaching assistants, office staff and site staff. Training completion will be recorded and reviewed by the Headteacher and SENCO; refresher training will occur at least every two years or sooner where indicated	On-going	Raised confidence of support staff
Communication with Parents	The school will make key documents available in accessible formats on request (e.g., large print, easy-read, translated summaries). The school will pro-actively invite parents/carers to disclose access needs at admission and via an annual questionnaire, and will record communication preferences on the pupil file. Important meetings (e.g., admissions, SEND reviews) will provide reasonable adjustments (interpreters, note-takers, remote access) as required. Ensure parents have access to our SEND information report/SEND policy offer currently on the school website. Ensure parents meet and can contact SENCO at any time. Parents meet regularly with SENCO and Children and Families Support Worker to access further support and advice.	On-going	Parent/school communication is strong Parents confidently contact SENCO/Pastoral Support Lead for support and advice.
Pupil Voice	Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed.	On-going	Children voice is heard and acted upon.