

Ellwood Community Primary School

Believe, Achieve, Belong



Accessibility Policy and Plan

Date reviewed: September 2025

Next renew date: September 2027

The Equality Act 2010 requires Ellwood Primary School and the Governing body to ensure all staff, pupils and parents are protected from unfair treatment.

The Governing Body has key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Purpose of this Plan

This plan shows how Ellwood Primary School intends, over time, to increase the accessibility of our school for disabled pupils and adults in terms of access to the school site and for pupils in terms of access to education.

Aims

We have 3 main aims:

1. To identify and enable disabled pupils to access 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 and to ensure they make the best possible progress.
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils and their families (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.

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.

We aim to:

- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school.

Contextual Information

Ellwood Community Primary School is mainly, the ground floor on one level, with the staff room on the upper floor. All areas of the school buildings are accessible by wheelchair users, apart from the staffroom on the upper floor (if a staff member was a wheelchair user, we would re-allocate this room to another part of the building).

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal 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. 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 exceptions would occur, if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction, to ensure the safety of others and if it was not safe for the pupil to attend, due to trained staff shortages, which would mean a pupil was not able to be kept safe. This however is a rare occurrence.

Current Range of known disabilities

The school currently has children with a range of disabilities or medical needs; mild hearing impairment, allergies and children needing help with toileting. These needs vary each year depending on the needs of the children. In the past, we have had children with diabetes, feeding difficulties and cerebral palsy for example.

Monitoring the success of the plan:

Governors will be required to discuss the impact of the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires; responses from stakeholders e.g. parents, pupils and staff.
- Improved levels of confidence in staff, in reducing the obstacles to success for pupils with additional needs.
- Monitor that increased numbers of pupils with disabilities are actively participating in all areas of the school and that fewer pupils are being excluded from school opportunities, as their needs are being more effectively addressed through the application of strategies, support and procedures.
- Increased levels of progress achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

Target	Strategies	Timescale	Responsibility	Success Criteria
To ensure all pupils can participate in PE lessons, school trips and activities, regardless of their disabilities.	Training when available – SEND, PE (advisory teaching service) My Plan + and risk assessments TA support for pupils with medical needs Diabetic/anaphylactic/asthma nurse training	Sports Day ATS visits School nurse training	DM MH HW	Staff to feel confident in teaching PE to pupils with Physical needs and disabilities. Staff confident to manage medical needs of pupils, particularly when out of school for trips/activities. A number of staff have received appropriate training.
Ensure any new school site developments take in to account access for disabled pupils, staff and visitors	Liaise with architects /LA with regards to any new builds or extensions	Ongoing	DM	Building is accessible for all
To ensure car park, roads, paths around school are as safe as possible.	Communication with parents via safety/messages/letters/signs /walk to school week Cycling training for pupils Maintenance of brambles and weeds Clear signage Salt when needed. Hedges cut back Gov H and S visits 3 yr H and S audit PCSO visits	Ongoing	DM TW LE	Car park paths clear of weeds/hazards Signage suitable
Ensure all disabled pupils can be safely evacuated	Ensure PEEPs in place for children with physical needs	Ongoing	DM Class teachers HW	PEEPs in place for children with physical/medical needs
Evacuation and emergency plan in place for all pupils	Update plans in line with county guidance	Ongoing	DM	All made known to staff
Improve the delivery of information to pupils with a disability (if relevant to our current pupils)	Our school uses a range of communication methods to ensure information is accessible. Where needed this includes:	Ongoing and as needed	DM Class Teachers HW	Staff made aware of the needs of the pupils and adaptations made as necessary

	• Internal signage. • Large print resources where possible or requested • Pictorial or symbolic representations for individuals and classes • Resources for visually impaired pupils Discussions with children rather orally for children who struggle to read/see text			
Increase access to the curriculum for pupils with a disability	• Intervention training for support staff. Support staff able to work with increased knowledge and provide appropriate resources for pupils. • Termly pupil progress meetings and TA/Teacher meetings to take place to assess and address pupil needs. Pupil needs reviewed and being addressed • Training for teachers on differentiating the curriculum for disabled children as required. Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. • Staff trained to meet individual medical needs of pupils where applicable. Staff completed training for specific needs.	Ongoing and as needed	DM HW	Staff made aware of the needs of the pupils and adaptations made as necessary

Monitoring and Review

The Governing Body will review this policy every three years or more frequently (if needed) and assess its implementation and effectiveness.

Review: September 2025	By: Mrs Milford	Signed: Mrs Milford
Due to be Reviewed: September 2027		

