



ACCESSIBILITY PLAN



TO BE READ IN CONJUNCTION WITH RELATED SCHOOL POLICIES.

TO BE REVIEWED BY JANUARY 2028

Elmley Castle CE First School Accessibility Plan 2025-208

1. Aims

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Elmley Castle C of E First school, we believe that everyone is unique and special, and we make sure that all pupils feel welcome, safe, and valued. Our principles and values are based on equality and inclusion, which means that everyone, no matter their background, abilities, or differences, should have the same opportunities to learn and grow.

We work hard to treat everyone with respect and kindness, and we celebrate the diversity in our school community. We believe that each person's differences make us stronger and that everyone deserves to be treated fairly. We also make sure that everyone has the support they need to do their best, whether it's extra help with learning, speaking up for themselves, or feeling comfortable to be who they are.

In short, at our school, we believe in fairness, respect, and making sure every pupil feels included, supported, and happy!

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.

We work with Worcestershire County Council to implement their accessibility 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.

2. Legislation and guidance

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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Contextual Information

The majority of the school building and playground is accessible for a child or adult in a wheelchair. The only part of the building that is not suitable for wheel chairs is the upstairs which is used mainly for storage.

The Current Range of Disabilities within Elmley Castle CE First School

As children begin their journey with us, parents are asked to complete a medical information sheet. This document helps us gather important details about each child’s health needs, ensuring we can provide the appropriate care and support from the outset.

Should children enter school with specific disabilities, the school liaises with Local Authority (LA) professionals to conduct assessments and provide the necessary support and guidance for both the school and parents.

We are mindful of children with asthma, and all staff are made aware of those affected. Inhalers are kept within the classrooms, and a record of their use is carefully maintained. Additionally, we accommodate pupils with allergies, food intolerances, or cultural food preferences. All relevant medical information is compiled and shared with staff to ensure the safety and well-being of all pupils.

The school has trained First Aiders who hold up-to-date First Aid certificates. Medication is securely stored in a central location, easily accessible to First Aiders and authorised staff.

Parents are required to complete Administration of Medicines consent forms, which detail the illness, dosage, and timing of medication. All medication administered is accurately recorded to ensure proper tracking and care.

To help increase access to the curriculum we will:

- Read and Implement the Understanding the Graduated Response document produced by Worcester Children First and follow the Assess/Plan/Do/Review cycle
- With regard to national guidance on meeting the duties set out in the Equality Act 2010, the Children and Families Act 2014, Children and Families Act 2014 (legislation.gov.uk) the SEND 0-25 Code of Practice 2015 SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)
- Have regard for Reasonable Adjustments for Disabled Pupils - Guidance for Schools in England reasonable_adjustments_for_disabled_pupils_1.pdf (equalityhumanrights.com)
- Have regard for local guidance on meeting SEND duties through the SEND Strategy, All Age Autism Strategy, All Age Disability Strategy and Specialist Equipment Policy
- Include improvements that increase access to the curricula in their accessibility plan and publish this on their school website
- Recognise the potential of pupils with SEND, reduce barriers to their achievement and inclusion, and develop a strong culture for success
- Plan, teach and monitor children and young people with SEND through a range of quality first teaching strategies, differentiation and targeted interventions where appropriate
- Effectively engage regularly with parent carer of children and young people with SEND
- Apply funding appropriately to make sure SEND and vulnerable groups are not disadvantaged in comparison to non-SEND/vulnerable groups
- Use and plan auxiliary aids, ICT and specialist equipment effectively
- Provide effective professional development for senior leadership, staff and governors
- Keep a child centred approach which considers the child's views, interests and rights when supporting children and families, so they have a voice.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Head Teacher and the Governors.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum

Our aim at Elmley is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical Register and information on children with updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. Care plans	At the start of each year and ongoing.	SEN and Medical needs will be up-to-date. be aware of the needs of children in their class.
Effective communication parents	Deputy Head SENDco Head Teacher	Introductory meetings in the autumn term to meeting with parents and carers. Twice yearly review meetings with parents of children with IPMs and EHCPs.	-Up-to-date IPMS and -Rooms for meetings -Diary dates	On going	Increased engagement
Effective nurseries and schools to provide a quality transition.	EYFS Teacher SENDCo	To identify pupils who may need additional to mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.	-Teacher/SENDCo time	On going	Transition for children other schools are smooth with adequate and appropriate resources and provision.
Training for staff on curriculum for all learners and removing potential barriers	Deputy Head SENDCo	Audit Staff strengths/gaps in knowledge. agencies- Autism support team, Speech and language, EP and OT etc. TP training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 session with teachers	-Staff meeting -SENDCo/Teachers time -External agency training	One year	Staff confidence in is improved. Children's participation in the curriculum is broader and effective.

Use appropriate activities for children working pre-key stage	SENDCo	Ensure teachers are aware of pre-key stages levels. Use other professionals' suggestions for adaptations of the curriculum. SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage.	-SENDCo/Teachers time support	One year	Children working pre-consistent approaches for assessment and
To ensure that the medical needs of all pupils are met fully within the capability of the school	Head Teacher and SENCo	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	-Staff meeting -TA training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Widgit is used to make resources.	-Audit of equipment and needs - Staff training - Cost of resources	On going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	SENDCo Head Teacher	Employ intervention support Teaching Partner who will support children specifically those not reaching their potential. Track intervention success on Insight strategically staff interventions to allow for optimum outcomes for pupils with SEN. Ensure pre teach, immediate intervention, reading, phonics and speech and language are our priority interventions.	-Insight -Training on new interventions through external professionals -Resources required to deliver interventions	On going	Progress and attainment of all children is outstanding

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Ensure all children feel safe and involved at playtimes	Head Teacher and SENCo	Play equipment and trained staff to encourage children to join in games Staff to report children who may not be involved at playtimes	-Training for staff -Buddy system for new children	On going	Children feel safe in school
Maintain safe access round the interior and exterior of the school	Head Teacher and SENCo	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff/Safety improved with parking	- Premise walk	On going	There is safe access throughout the school
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	Head Teacher SENCo	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	-Registers of clubs and extended day - Risk assessments	On going	Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required
All children are visible in the curriculum and resources	SENDCo	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	-Books - Adaptations	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

3. Improve the access and delivery of written information					
To improve the delivery of information for disabled pupils and parents					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Deputy Head/SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Deputy Head Teacher time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Office staff SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time SENCo time	On going	Parents are able to access all information
Improve use of pictorial communication systems (Widgit)	SENCo	Use Widgit to improve picture communication support. Use Widgit to make classroom resources (eg. word mats, visual timetables, social stories).	Training reminders to staff	On going	All school staff aware of disabilities of children in their classes

