



## **Accessibility Policy & Plan**

May 2025

### **Document control and record of amendments**

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## 1. Aims

- 1.1 Elmbridge Primary School is committed to providing an inclusive and fully accessible environment where all pupils, staff, and visitors can thrive, regardless of education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 1.2 This policy outlines our approach to ensuring accessibility in all aspects of school life and aligns with the Equality Act 2010, ensuring that our school provides equal opportunities and reasonable adjustments for individuals with disabilities. We ensure that our school meets these legal requirements by continuously improving physical spaces, learning environments, and resources to support accessibility.

### Legislation and Guidance

- 1.3 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.
- 1.4 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.
- 1.5 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. This policy complies with our funding agreement and articles of association.

Elmbridge Primary School regularly reviews provision and takes action accordingly to ensure that accessibility is optimised and facilitated for all pupils, staff and visitors to the school.

## 2. Accessibility Plan Principles

The Accessibility Plan is a working/ live document operative for 1 year. Its purpose is to:

- Improve access to the **physical environment** of the school site, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education. Elmbridge Primary School is designed to accommodate individuals with mobility challenges. Our school buildings feature ramps, a lift, and accessible toilets, ensuring that movement across the site is safe and easy for all. Clear signage and wayfinding tools assist individuals with visual impairments in navigating the school environment. Classroom layouts and furniture are carefully arranged to support pupils who use wheelchairs or mobility aids, allowing them to engage fully in lessons and activities.
- Enable access to **Information and Technology**. Our digital platforms, including the school website and learning materials, comply with accessibility standards. We provide alternative communication methods, including large print, braille, and audio formats, upon request, ensuring that information is accessible to everyone. Staff are trained to support pupils with communication challenges and to facilitate the effective use of assistive technology in the classroom. Laptops are used to support pupils with recording skills
- Increase access to the **curriculum**. Lessons at Elmbridge Primary School are designed to be inclusive and accessible to all pupils. Teachers use adapted strategies to cater to a range of learning needs and employ assistive technology to support pupils who require additional resources. Speech-to-text software, adapted learning materials, and personalised teaching methods are used to ensure that all pupils can engage fully with their education. Staff undergo regular training to enhance their inclusive teaching practices.

### 3. Accessibility Plan

Aim	Current Good practice	Key actions	Key person responsible	Date to complete actions by
<p><b>Curriculum &amp; Learning Accessibility</b> Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers an adapted curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Access arrangements are in place for external assessment in KS2</li> <li>• Pupils with a EHCP have an allocated key TA who supports them in lessons</li> <li>• Provide Staff training in including pupils with disabilities in PE lessons</li> <li>• Write risk assessments for PE, Forest Schools and out of school trips undertaken.</li> <li>• Maintain and renew specialist equipment</li> </ul>	<p>Support through staff INSET, lesson observation and performance management cycle.</p> <p>Focused learning walks on SEND pupils. Book scrutiny of SEND pupils across school.</p> <p>Lesson obs focused on SEND pupils.</p> <p>Review of interventions</p> <p>Write key individual access plans and risk assessments</p> <p>SENDCos will liaise with the family, external professionals and school staff with regards to the pupil's needs</p>	<p>SLT</p>	<p>On-going – review annually</p>

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	<ul style="list-style-type: none"> <li>• Adapt homework activities-as required</li> <li>• Audit participation in extra-curricular activities and identify any barriers</li> <li>• Ensure school, and after -school, activities are accessible to all pupils</li> <li>• Allow TA flexibility to cover extra-curricular activities if needed e.g. residential trips</li> <li>• Use resources loaned by ATS for new clubs e.g. Boccia</li> <li>• School to participate in such outside disability sports activities as Panathlon (tournament for pupils with disabilities)</li> <li>• Provide adapted equipment for PE – e.g. lower netball post/basketball hoop</li> <li>• Identify pupils who are ‘less active’ and provide opportunities for participation in a variety of active clubs</li> <li>• Include all pupils in school life and provide opportunities to take part in pupil voice events e.g. school council</li> </ul>			
<p><b>Access to Information and Technology</b></p> <p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school uses a range of communication methods to ensure information is accessible.</li> </ul> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	<p>Review communication methods and make improvements where necessary</p> <p>To continue to review the school environment</p>	<p>SLT</p>	<p>On-going – review annually</p>

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	<ul style="list-style-type: none"> <li>• Pupils provided with coloured filters for use in class where appropriate.</li> <li>• Chromebooks for accessing resources</li> <li>• Pupils have access to laptops for recording of work where appropriate</li> <li>• Meetings are held on the ground floor with easy access to the school Hub</li> </ul>	<p>including wall colour and classroom displays</p> <p>To evaluate the use of voice to speech and voice recognition devices in class.</p> <p>Regular learning walks of the school</p>		
<p><b>Physical Accessibility</b></p> <p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• The environment is adapted to the needs of pupils as required. This includes:</li> <li>• Ramps</li> <li>• Lifts</li> <li>• Accessible parking bays</li> <li>• Accessible toilets</li> <li>• Parents of pupils with disabilities are provided with On-site parking permits.</li> <li>• School will follow the GCC guidance on risk assessment of premises</li> </ul>	<p>Maintain the high visibility painted edges of the internal and external stairs on both sites</p> <p>Maintain the accessible toilets on both sites</p> <p>Review personal evacuation plans for pupils with disabilities</p> <p>Maintain the accessible car parking spaces on both sites</p> <p>Maintain the lift on KS2 site</p> <p>Maintain grab rails on stairs on KS2 site</p>	<p>SLT</p>	<p>Buildings and Premises Committee</p>

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		Train staff in use of Evac-chair on KS2 site		
		Maintain the level site at KS1		
<p><b>Attitudes:</b> Promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>• Use Wellbeing curriculum</li> <li>• Analyse reading materials and across the curriculum, including assembly content and widen use of the theme 'Different/Same'</li> <li>• Develop peer awareness</li> <li>• Include regular items in newsletter/website highlighting the achievements of people with disabilities</li> <li>• Promote charities and charitable events that pupils with disabilities are involved in.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing and when needed</p> <p>As appropriate</p> <p>As appropriate – at least annually</p>	<p>Well-being Lead</p> <p>SLT</p> <p>ATS</p> <p>SENDco and staff</p> <p>SENDCO &amp; Charity Co-Coordinator</p>	<p>SLT</p>

## 4. Support & Inclusion

- Each pupil requiring additional accessibility support has a tailored Individual Accessibility Plan, which ensures that their individual needs are met. Spaces are available for pupils who require quiet environments for learning or relaxation. We actively promote awareness and understanding of accessibility through workshops, assemblies, and discussions, fostering an inclusive culture among pupils, staff, and parents. The information could be made available in various preferred formats within a reasonable time frame.

## **5. Staff Training & Development**

- All staff at Elmbridge Primary School receive regular training on accessibility and inclusive practices. Our teaching assistants and Special Educational Needs (SEN) coordinators provide additional support for pupils and the school may also seek the advice of external professionals such as the Advisory Teaching, Occupational Therapy or Physiotherapy services.

## **6. Monitoring Arrangements**

- The Accessibility plan at Elmbridge Primary School will be reviewed annually by the Headteacher and Governors. Additional requirements will be incorporated as necessary. A new plan will be implemented every year. The Governors and SENDCo will undertake an annual accessibility walk of the school grounds and building to identify areas that may need improvement.

## 7. Links to Other Policies

Elmbridge Primary School will consider accessibility when developing other policies, in particular:

- Attendance
- Behaviour and Relationships
- Children in Care
- Complaints
- Data Protection
- Drug Education
- Emotional Health and Wellbeing
- English as an Additional Language
- Online Safety and Acceptable User
- Intimate Care
- Medical Needs
- Offsite visits
- Pastoral Care
- Physical Activity Policy
- Public Sector Equalities
- Pupil Premium
- Safeguarding and Child Protection
- Safer Recruitment
- Separated Parents
- Special Educational Needs and Disabilities
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Teaching and Learning
- Transition
- Wellbeing Policy (including Relationships & Health Education)
- Whistleblowing
- Young Carers/Young Ambassadors