



Introduction:

The Accessibility Plan has been based upon information from the LA, an internal audit and DfE. The Accessibility Plan will be reviewed annually in respect of progress and outcomes. It links with the PAT Equalities Policy.

Rationale:

We are committed to providing an environment that enables full access for all pupils, staff and visitors regardless of their learning, physical, sensory, social, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace

The Accessibility Plan shows how access might be improved by taking timely and relevant actions to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

This accessibility plan should be read in conjunction with the following policies and documents:

- Curriculum
- Equality Duty and Objectives
- Health and safety policy
- Special educational needs (SEN) information report

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 headteacher and governing body.
- It will be approved by the governing body

Objective	Action	Responsible	Timescale	Outcome
Increase access to the curriculum for pupils with a disability				
Develop the school curriculum in line with our values. As part of this, ensure that it reflects the equality duty and needs of the pupils.	Continue to develop the school curriculum in line with our values of Inspiration, Aspiration and Determination. These are accessible for all pupils.	HT & Local Governing Board, SLT	Summer 2025	Refined curriculum continues to be inclusive.
Continue to ensure that school visits, clubs and events take into account pupils with SEND to ensure access to participation for all pupils.	Plan & Review each visit and activity to ensure all needs are considered. Small groups or additional adults to be arranged as appropriate. Additional activities to be planned in response to identified needs	SENCO Teachers	Ongoing	Educational visits, clubs and activities are inclusive.
Continue training for teachers and support staff on various aspects of SEN, including differentiation when required	SENDCO to review the needs of children with specific issues, provide all relevant training according to staff needs. CPD will be planned by SLT each term in response to needs.	SENCO Phase Leaders	Ongoing	All staff trained and confident with issues linked with accessibility and Inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process and the needs and expertise will change.
Ensure staff are aware of disabled children's curriculum access	EHCP and SEN Support plans in place. Set up individual access plans/risk assessments for disabled students. Information sharing with all agencies involved with the child, review meetings etc.	SENCO Teachers	As required	Staff are aware of the individual SEND needs of a child they support. Resources are tailored to the needs of pupils who require support to access the curriculum.
All pupils with SEND and medical needs have equipment available, particularly when recommended by advising professionals	Monitor Provision and respond to professional advice received.	SENCO Phase Leaders Teachers	Ongoing	All pupils are able to access learning and the curriculum.
Classrooms are optimally organised and appropriate additional equipment is provided to promote the participation and independence of all pupil and adults alike, when applicable.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes according to the needs of the individual pupil.	SENCO Teachers	Ongoing	Specialist equipment needed for individuals will be accommodated so they can access the lessons.
Use ICT/assistive technology to support learning	Make sure software is installed and equipment is in place where needed.	SENCO Teachers	As needed	Wider use of assistive technology in lessons, such as Clicker 8.

Improve and maintain access to the physical environment				
Ensure all disabled students can be evacuated safely	Individual fire evacuation plans are in place for disabled students.	SENCO Teachers	September 2024	Safe procedures for moving around school are in place for those with a disability.
Ensure that all areas of the school building are accessible for all children and adults and to continue to improve the access of the physical environment for all	Disabled toilet and changing facility available in school. Resurfaced smooth ramp access to the main playground. Clearly marked step edges and handrails in place to access the playground. New Phase 3 toilet areas are more accessible. Specialist equipment needed for disabled children to access learning will be in place.	HT	September 2024	Access to school facilities and learning is easier for those with a disability.
Improve physical access to school.	Designated disabled car parking space available for staff and visitors with as disability in the car park plus one on the road outside school. There are no stairs to enter or leave school.	HT	Ongoing	Access to school is easier for those with a disability.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Arrange regular meetings with parents to ensure that they are accessing information. Be aware that the timings of some meetings will not be suitable and take action to accommodate parents and carers needs.	All staff	Ongoing	Parents and carers with a disability, medical condition or other access needs are informed and able to support their child.
Improve the delivery of information to pupils with a disability				
Make available school letters and other information and in alternative languages or alternative formats for parents/carers (when needed).	The school to make itself aware of the services available for converting written information into alternative formats. Promote the availability in different formats for those that require it. Offer translators or BSL interpreters for key meetings and make use of assistive technology to aid translation. Written English is clear and concise.	HT/ SLT	Ongoing	The school will be able to provide written information in different formats required for individuals needing it.
Teachers are able to support and promote children's oracy.	Continue to follow Elklan communication approach. Continue to train staff in strategies to improve Oracy.	Oracy Lead, Literacy Lead & SENCO	July 2025	Maintain our Elklan Communication Friendly School status. Staff are able to support children effectively.

Ensure Leaders and teachers are able to identify needs and allocate provision appropriately.	Use Provision Map to monitor and review Seek advice from SEN Bradford and health services as needed	SENCO	Ongoing	SENCO able to deploy resources effectively. SENCO able to support staff to meet the needs of those with SEND and medical needs.
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