



**Elmridge
Primary School**

BRIGHT FUTURES EDUCATIONAL TRUST

Accessibility Plan

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	8
5. Links with other policies	8
Appendix 1: Accessibility audit	9

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

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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with SEND</p>	<p>The school provides an inclusive curriculum that meets the needs of all pupils.</p> <p>Teaching resources are adapted and differentiated to support pupils with SEND.</p> <p>Curriculum materials reflect diversity and include positive representations of people with SEND.</p> <p>Progress of all pupils, including those with SEND, is carefully tracked.</p> <p>Appropriate and aspirational targets are set for pupils with additional needs.</p> <p>The curriculum is regularly reviewed to ensure it</p>	<p>To further embed inclusive practice within curriculum development.</p> <p>To strengthen adaptive teaching approaches across the school.</p> <p>To increase participation of pupils with SEND in lessons and wider school life.</p> <p>To expand access to extra-curricular opportunities for pupils with SEND.</p>	<p>Implement the School Development Plan (SIP) focus on use of effective assessment.</p> <p>Access outreach support from the EPSO team where appropriate.</p> <p>Provide ongoing staff training and CPD focused on SEND and inclusive practice.</p> <p>Offer coaching and one-to-one support for staff to develop inclusive teaching strategies.</p> <p>Ensure the SENDCo is involved in monitoring and evaluation activities.</p> <p>Regularly review the deployment of support staff to maximise impact.</p> <p>Increase access to and effective use of assistive</p>	<p>Principal</p> <p>Vice Principal (SENDCO)</p> <p>Assistant Vice Principal (Curriculum & Assessment Lead)</p> <p>Class Teachers</p> <p>Learning Support Assistants</p>	<p>2026</p>	<p>Adaptive teaching strategies are evident during lesson observations and monitoring activities.</p> <p>Staff receive timely support where inclusive practice requires further development.</p> <p>Increased participation and engagement of pupils with SEND across the curriculum and in extra-curricular activities.</p> <p>Pupils with SEND report feeling supported and able to access learning.</p>

	remains accessible and inclusive.		<p>technology to support learning.</p> <p>Review and adapt extra-curricular provision to ensure accessibility for pupils with SEND.</p> <p>Introduce regular pupil voice opportunities (e.g. surveys, discussions, SEND forums) to gather feedback from pupils with SEND about their access to learning.</p> <p>Strengthen parent and carer engagement by sharing strategies used in school and signposting support where appropriate.</p>			<p>Parents and carers feel informed and involved in supporting accessibility.</p> <p>Evidence shows reasonable adjustments are planned and reviewed effectively.</p>
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Improve and maintain access to the physical environment	<p>The school environment is adapted to meet the needs of pupils and visitors with disabilities. This includes:</p> <ul style="list-style-type: none"> • Ramps • Appropriate corridor widths • Designated disabled parking bays 	<p>To ensure that all classrooms and shared spaces are accessible to all pupils, staff, and visitors.</p> <p>Carry out an annual accessibility audit of the school site to identify and address potential barriers.</p>	<p>Ongoing review of the physical environment to identify any barriers to access.</p> <p>Succession planning to ensure accessibility is considered in future building works, refurbishments, and maintenance schedules.</p>	Principal and Caretaker	2026	<p>All classrooms and key areas of the school are accessible.</p> <p>Accessibility is consistently considered in maintenance and development planning.</p>
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	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Accessible entry points 	<p>Ensure signage around the school is clear, well-positioned, and accessible, including visual symbols where appropriate.</p> <p>Review classroom layouts to support safe movement and accessibility for all pupils.</p> <p>Ensure emergency evacuation procedures include Personal Emergency Evacuation Plans (PEEPs) where required.</p> <p>Ensure staff are aware of procedures to support pupils and visitors with disabilities during emergencies.</p> <p>Consider sensory needs when reviewing the environment, including noise levels, lighting, and calm spaces.</p>				<p>Any identified barriers are addressed in a timely manner.</p> <p>Staff are confident in supporting accessibility and emergency procedures.</p>
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<p>Improve access to information and communication</p>	<p>The school communicates with parents, carers, pupils, and stakeholders using clear and accessible language.</p> <p>Key information is shared through a range of formats, including written communication, digital platforms, and face-to-face meetings, to support accessibility.</p> <p>Parents and carers can request alternative formats of information where needed (e.g. larger print or digital copies).</p> <p>Teachers routinely use visual timetables, structured routines, and clear instructions to support pupils' understanding in lessons.</p> <p>Meetings with parents and carers are conducted in a supportive and inclusive manner, with reasonable adjustments.</p>	<p>Ensure key school information is available in alternative formats on request (e.g. large print, simplified language, digital formats).</p> <p>Review the school website to ensure it meets accessibility standards and is easy to navigate.</p> <p>Support families who may need help accessing information due to disability or communication needs.</p> <p>Use clear, inclusive language in all school communications.</p>		<p>Principal</p> <p>Vice Principal (SENCo)</p> <p>Office Staff</p>	<p>2026</p>	<p>Families can access information in formats that meet their needs.</p> <p>Communication barriers are reduced or removed.</p>
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4. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two	Evacuation chair to be purchase for the second story classrooms.	LB	Sept 2024
Corridor access	All corridors are wide with limited obstruction from furniture	Relocate laptop trolley from the KS1 corridor to a different location.	RB	October 2025
Lifts	Two	None – will be reactivated and services if and when needed		
Parking bays	Disabled parking bay available	None		
Entrances	All entrances have wide access doors.	An additional member of staff will be needed to support the opening of these if and when needed as they are not automatic.		
Ramps	None			

Toilets	All buildings have disable toilets. The toilets in the infant building and	Updating Junior disabled toilets (Infant toilets improved in 2021)	Principal and site manager	2024
Emergency escape routes	Compliment with fire regulations Fire alarm updated	None	Site Manager	Reviews termly