

(Action Plan & Access Plan included below)

At Elliston Primary Academy, we are committed to our vision that ‘every single pupil is a successful learner – no matter what’ regardless of gender, race, disability or religion.

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that ‘schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation’.

According to the Equality Act 2010, a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The action plan is to cover pupils, staff, parents and users of the Academy. All Policies and procedures are adapted in accordance with current demographic and latest legislation.

Accessibility Plan

Elliston Primary Academy

Date: 2023-26

Target	Tasks	Responsibility	Monitoring
<p>To ensure full access to the Curriculum for all pupils</p> <p>Ensure ICT appropriate for pupils with disabilities.</p> <p>Effective learning environments for all.</p>	<ul style="list-style-type: none"> Review accessibility of ICT (including ipads & whiteboards) using specialist expertise e.g. BCS. Involve pupils in review of hard & software. Prioritise new software to purchase. Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Circulate "Reasonable Adjustments" Classroom Checklist to all staff via email with response. Ensure all classrooms and resources are organised in accordance with pupil need. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Review PE Curriculum. Liaise with PE lead. Ensure no children are excluded from activities on cost / disability grounds. 	<p>ICT lead</p> <p>SENCo/AL</p> <p>All staff</p>	<p>SLT</p> <p>SLT through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p> <p>PE Lead</p>
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> Audit participation in extra-curricular activities and identify any barriers. Ensure a range of opportunities are available to the children in all year groups. Ensure school activities are accessible to all students. Investigate TA flexibility to cover extra curricular activities if needed. Seek advice re accessible venues for residential trips. Keep up to date risk assessments when appropriate. 	<p>H & S Lead</p> <p>SENCo</p> <p>Head of School</p> <p>RM/NA PE</p>	<p>SLT</p> <p>Governors</p>

<p>To improve the physical environment of the school and suitability for all.</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Training staff on use of evacuation chair. ▪ Create a sensory room for children with ASD. ▪ Yearly H & S audit to review all procedures around accessibility. ▪ Draft individual plans to meet individual needs of any identified pupils (risk assessments completed as appropriate) 	<p>JD/ AS Site Manager</p> <p>SENCo/AL</p>	<p>DC/JD</p>
<p>To ensure appropriate attitudes for vulnerable groups.</p> <p>To promote positive attitudes to disability</p> <p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Maintain a culture that ensures any pupils with disability are not disadvantaged which fits in line with our strategic vision “For every single pupil to be a successful learner – no matter what.” ▪ PSHE Curriculum ▪ Assembly Programme designed to ensure that we teach children to tolerate and be accepting of all groups. <ul style="list-style-type: none"> • Large print and signer or interpreter as required. ▪ Monitor uptake of documents in alternative formats. ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. 	<p>PSHE Lead</p> <p>SENCo/AG</p> <p>Head of School</p>	<p>SLT and Governors</p>