



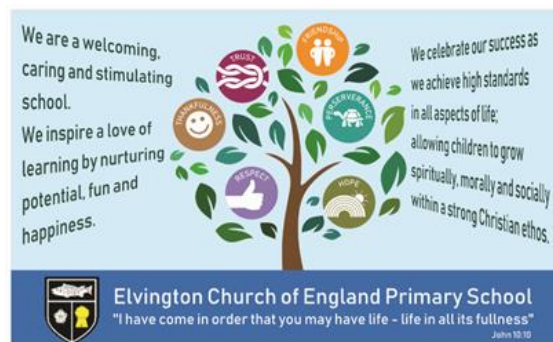
**Elvington Church of England  
Primary School**



# Accessibility Plan

The Governing Body of Elvington CE Primary School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents / carers / Governors and members of the wider community.

Policy approved by Governors:	February 2023
Signature of Chair of Governors:	
Date for renewal:	February 2025





# Elvington Church of England Primary School



At Elvington Church of England Primary School we value all children equally whatever their background, and aim to provide a welcoming, inclusive atmosphere that does not discriminate on the grounds of gender, ethnicity, culture, religion or ability. As a Church Of England School, our Christian values lead us to regard the inclusion of learners as a priority.

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework (September 2014), which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Drawing up an Action Plan**

The three areas to be considered in this action plan are:

### **a) Improving Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

*[See checklist provided on page 29 DfES Guidance "Accessible Schools:*

*Planning to increase access to schools for disabled pupils"]*

### **b) Improving the Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.



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[See checklist on page 30 of DfES Guidance.]

## c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

[See checklist on page 30 of DfES Guidance.]

### Accessibility Action Plan

	Targets	Action Required	Outcome	Timeframe	Means of evaluation
SHORT TERM	Availability of coloured overlays for students with SpLD.  The most common SpLDs are dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia and dysgraphia.	School to purchase overlays and assess effectiveness.	Readily available resources for students with SpLD.	To distribute as appropriate, when required.	A range of overlay sheets in different colours in use within school.
	All staff to have awareness raised regarding disability issues and to be aware of their specific duty.	Staff Meeting - draft scheme to be presented.  Information sheets to staff.	All staff will be aware of a range of disabilities/barriers to learning and the current accessibility arrangements.	Regularly refreshed as part of Staff Meetings.	All staff to be aware of disability issues and to be able, to access further information and training throughout the academic year.
	All students made aware of disability issues.	Through assemblies, PHSCE lessons, newsletter, leaflets and school website.	All students aware of range of disabilities and current accessibility arrangements, as well as future plans.	Ongoing	Inclusion agenda further strengthened.



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	Targets	Action Required	Outcome	Timeframe	Means of evaluation
MEDIUM TERM	The school has suitable physical access for a wide range of disabilities.	Undertake an audit assessing areas for development.	Access into and around the physical building to be discussed and evaluated.	January 2023 -ongoing	Physical accessibility of the school increased. Ramps/lifts/handrail s/disabled parking space.
LONG TERM	Improve access to information for parents with disabilities.	Exploration of range of need e.g. hearing impairment Visual impairment, Physical impairment through an invitation to all parents.	Parents/carers have suitable access to information	January 2023 - ongoing	Improved access to written materials, pupil reports, etc.
LONG TERM	After audit to plan to improve access in designated areas.	Carry out necessary adjustments.	Over 4 year period adjustments carried out.	January 2023 - ongoing	Elvington Primary School will have facilities to include all students and staff and give full physical access.