

ELVEDEN CHURCH OF ENGLAND PRIMARY ACADEMY ACCESSIBILITY PLAN 2024-25

Schools' duties around accessibility for disabled pupils Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an Accessibility Plan to show how they will meet these duties.

The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

This **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access around and throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To support all parents and carers in our school community

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school, recognising that the premises is an old building with small classrooms and limited space out of classrooms.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
To develop the designated sensory room for those that need this support. This room can be also used for ELSA/Wellbeing sessions too.	As part of the new house (phase 2), an area/room will become the new designated sensory room to allow children the breakout space they need and a place for ELSA/Thrive sessions to take place.	Up and running by Oct 2024.	Cost to be determined following assessment	LR/ZM/TM Premises cttee	Children will have the sensory support they need to be able to participate in school curriculum.
To provide designated sensory garden for all children to access as part of their continuous provisions/outdoor learning curriculum. This sensory garden would also become a great area for chn with SEND to also use during play/lunch times when the bowls hut is out of bounds due to C&I build.	As part of our wellbeing garden al areas are now used again. CP resources to be used out there and in Spring 2024, this area could become a sensory garden, with plants and sensory ornaments, etc.	Up and running by Spring 2025	Cost to be determined following assessment	LR/ZM/TM Premises cttee SG-for CP/early Excellence	Children will have the sensory garden they need to be able to participate in school curriculum.
To provide 'emotion stations' on the playground for chn to be able to go to if they need to self-regulate.	As part of our ZOR provision, chn need access to 'emotion stations' on the playground. This will be in the form of playground markings/images/areas marked out with the ZOR characters/colors. Safe calm spaces and small social spaces set up in WB garden & playground for when all pupils have to use this space when C&IU unit is being built and Bowls hut out of bounds.	Quotes by January 2025- ZM to look into of ZOR images can be marked out.	Cost to be determined following assessment	LR/ ZM/TM Premises cttee	Decreased anxiety for children and ability to self-regulate emotions at break/play times.
Access to Curriculum (Learning and Social)					
To ensure Pupils with Physical disabilities have access to an inclusive P.E Curriculum	Work with all staff, including new colleagues to implement ideas from Complete P.E of inclusive practice and wheelchair P.E activities if needed.	Sept 2024	Staff meetings/CPD- ZM to share 'ADAPTIVE 'teaching cards from	ZM (P.E)	Fully inclusive and accessible P.E opportunities for all pupils.

			Complete P.E in Spring Staff meeting.		
To ensure all Pupils have access to an inclusive P.E Curriculum/equipment	As part of our PE curriculum, chn need a new, challenging gymnastic equipment to use as part of their complete P.E/ gym lessons. Plans on hold as hall may become dining hall.	Sept 2025	Cost to be determined following assessment	ZM (P.E)	Fully inclusive and accessible P.E opportunities for all pupils.
To ensure children have access to the best learning opportunities as possible.	To research the cost of acoustic panels for the hall initially, followed by Fox and Badger classrooms.	Sept 2025	To be determined.	LR/ZM/TM	For children to be able to use hall space as a teaching and learning space without interference from acoustics.
A portable sound field system in place as required.	Explore costs of purchasing a sound system for the main school hall. Identify children who may experience glue ear or some hearing loss Evaluate impact	Jan 2025	Cost of sound field system £320 approx. for portable unit	ZM(SENCO)	Increased curriculum access for children with glue ear/ mild hearing impairment. Cost of portable unit discussed. Evaluation of areas of need to be completed by Oct 2024
SEND/ Sensory-processing difficulties and wearing school uniform.	School to recommend to parents with pupils with SEND/Sensory difficulties that ASDA do an Adaptive school uniform for pupils with SEND.	Sept 2024	Cost to purchase an example uniform for SEND. Approx. £50	ZM (SENCO)	Children feel comfortable to participate fully in school life.
Access to Training/ Information					
Annual audit of whole staff expertise and training needs	Ask staff to complete audit every year and analyse outcomes	Every autumn term	Staff CPD	LR/ZM	School aware of staff expertise and needs and training planned over the coming year.
Training in place in response to identified needs.	Organise the training Liaise with SEN HUB/SES/SENDIASS/EP	By January 2025	None- HUB Or Buy-In from other agencies	ZM (SENCO)	Increased understanding of SEND Collation of this has been completed, needs identified and analysis of impact to be

					completed. July 2025
Use of Lexplore resources to support children in KS2	Renew the membership for Lexplore to screen children and identify barriers to learning (Dyslexia) .	July 2024 to see impact	Cost of programme	ZM (SENCO)	All children will be supported through screening programme and support identified and put in place.
Use of Word shark resources to support children in KS2	Renew the membership for Wordshark screen children and identify barriers to learning (Dyslexia) .	July 2024 to see impact	Cost of programme	ZM (SENCO)	All children will be supported through screening programme and support identified and put in place.
Use of Wellcomm resources/intervention for EYFS/KS1 chn to support SLC Needs.	Renew the membership for wellcomm to identify SLCN i9n EYFS &KS1	July 2024 to see impact	Cost of programme	ZM (SENCO)	All children will be supported through screening programme and support identified and put in place.