Ellison Primary Academy

Accessibility Policy

Review Date: April 2026 **Next Review Date:** April 2027

Key contacts:

- **SENDCo:** Janine Oakley
- **Headteacher:** Lorna Pateman
- **SEND Governor:** Dave Woodcock

Statement of Intent

Ellison Primary Academy is committed to providing an inclusive environment in which all pupils, staff, parents, carers and visitors can participate fully in school life and achieve their potential.

The school recognises its duties under the Equality Act 2010 and is committed to ensuring that disabled pupils and adults are not disadvantaged and that reasonable adjustments are made where required.

We are committed to removing barriers to learning and participation through high-quality adaptive teaching, communication-friendly environments, strong partnerships with families and effective support for pupils with Special Educational Needs and Disabilities (SEND).

The specific actions the school will undertake to improve accessibility are detailed within the school's Accessibility Plan.

This policy should be read in conjunction with the school's SEND Policy, SEND Information Report, Equality Information and Objectives and Accessibility Plan.

Legal Framework

This policy has due regard to relevant legislation and guidance including:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0–25 Years (2015)
- The Special Educational Needs and Disability Regulations 2014
- Human Rights Act 1998
- United Nations Convention on the Rights of Persons with Disabilities
- The Education Act 1996

Definition of Disability

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Roles and Responsibilities

The Governing Body will:

- Approve and monitor the Accessibility Policy and Accessibility Plan.
- Ensure accessibility remains a consideration in school improvement and development planning.
- Review progress against the Accessibility Plan.

The Headteacher will:

- Lead the implementation of this policy.
- Ensure accessibility considerations are reflected in school development planning.
- Work with governors, staff and external agencies to promote accessibility.

The SENDCo will:

- Support the development and implementation of the Accessibility Plan.
- Advise staff regarding reasonable adjustments and accessibility arrangements.
- Work with parents, carers and external agencies to support accessibility for pupils with SEND and disabilities.

Staff will:

- Promote inclusion and accessibility in all aspects of school life.
- Implement reasonable adjustments where required.
- Follow guidance outlined within this policy and the Accessibility Plan.

Accessibility Planning

The school maintains a three-year Accessibility Plan which outlines how accessibility will be improved over time.

The Accessibility Plan addresses three key areas:

- Increasing access to the curriculum for pupils with disabilities.
- Improving and maintaining access to the physical environment.
- Improving the delivery of information to pupils, parents, carers and visitors.

The Accessibility Plan is reviewed annually and updated every three years.

Curriculum Accessibility

Ellison Primary Academy is committed to ensuring all pupils can access a broad, balanced and ambitious curriculum.

The school promotes accessibility through:

- High-quality adaptive teaching.
- Individualised support and reasonable adjustments.
- Communication-friendly approaches.
- Visual communication systems and communication boards.
- Sensory regulation strategies and provision.
- Access to enrichment opportunities, educational visits and residential experiences.
- Partnership working with parents and external professionals.

Where barriers to learning are identified, the school will take reasonable steps to remove or reduce these barriers.

Physical Environment

The school is committed to providing an environment that supports accessibility, inclusion and independence.

The school will:

- Consider accessibility within all areas of school development.
- Promote communication-friendly environments through visual supports and signage.
- Provide environments which support sensory regulation and wellbeing.
- Identify and address barriers to access wherever reasonably practicable.
- Consider the needs of pupils, staff, parents and visitors when reviewing the school environment.

Accessibility needs will be reviewed regularly through audits, monitoring activities and stakeholder feedback.

Accessibility of Information

The school recognises the importance of ensuring information is accessible to all members of the school community.

The school will:

- Provide information in alternative formats where required.
- Use visual communication supports where appropriate.
- Ensure communication systems are accessible and inclusive.
- Work with families to identify and meet communication needs.
- Make reasonable adjustments for parents, carers and visitors with disabilities, including hearing impairments.

Working in Partnership

The school recognises that effective accessibility is achieved through strong partnerships.

We will work collaboratively with:

- Pupils.
- Parents and carers.
- Governors.
- External agencies and professionals.
- The Local Authority.

The views of pupils and families will be considered when reviewing accessibility arrangements and future developments.

Monitoring and Review

This policy will be reviewed every three years or sooner if required by changes in legislation, guidance or school circumstances.

The Governing Body and Headteacher will monitor the implementation of this policy alongside the school's Accessibility Plan.