



ACCESSIBILITY PLAN

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1. Aims of the Accessibility Plan

This plan outlines how Eldon Grove Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, we liaise with the LA regarding the authorities SEND local offer and acknowledge they must have regard to the need to allocate adequate resources in the implementation of this strategy.

Extol Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- Governors.
- Trust Board
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

2. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities.
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

3. Planning Duty 1 : Curriculum

	Issue	What	Who	When	Outcome	Review
Short Term	Supporting dyslexic children access the curriculum.	Work copied onto coloured paper (home learning) and coloured overlays available for pupils requiring them to take home.	SENCO Teachers Classroom Support Staff	Sept 2024	Children requiring overlays and coloured paper will access as necessary. Embed this requirement as part of daily routines.	July 2027
Medium Term	Children with anxieties/ sensory needs having a break out space.	Allocate an area in school.	Headteacher Social Incl. Manager SENDSCO	Sept 2024	Appropriate space/ room set up to accommodate children with these needs.	July 2027
Long Term	Accessibility to digital resources more readily available for SEND and vulnerable pupils.	Purchase of tablets/laptops to aid learning (including projector upgrades).	Headteacher Computing Lead SENDSCO	Sept 2024	Greater provision for accessing lessons using tablets / laptops.	July 2027

4. Planning Duty 2 : Physical Environment

	Issue	What	Who	When	Outcome	Review
Short Term	Disabled toilets emergency cord – does it work and is it long enough?	Length checked for ease of reach. Weekly check to see if it is working.	Site Supervisor	Weekly	Emergency cord works and is regularly checked.	July 2027
Medium Term	Lighting outdated.	Lighting replaced by LEDs and high level lighting lowered.	Estate Manager Site Supervisor SBM	Ongoing	Lighting will support access to curriculum and physical environment. Plan based on conditions survey and need.	July 2027
Long Term						

5. Planning Duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short Term						
Medium Term						
Long Term						