ELSON JUNIOR SCHOOL

ACCESSIBILITY PLAN
2026-2029

ADAPTABILITY ASPIRATION COMPASSION CREATIVITY INTEGRITY

Elson Junior School

ACCESSIBILITY PLAN 2026-2029

Policy revision date	September 2026
Review frequency	Every 3 years
Policy written by*	Headteacher / EJS SLT
***Please indicate if it is a model policy (and if so if it has been localised) and/or if the author has used AI to assist**	Model policy localised for EJS. No AI used.
Governing Body/HT approval date	September 2026
Date policy due for next review:	September 2029

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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 and their families.

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

EJS is an inclusive school. Every learner will be kind, caring and respectful to themselves and others. Children are taught to understand difference and respond respectfully. The curriculum in our school allows children to work collaboratively. Through the challenge of our curriculum and allowing learners to challenge ideas, they are enabled to value their own ideas and those of others in a respectful way.

All learners at EJS show that they strive to act in ways that demonstrate the qualities associated with integrity, honesty, decency and fairness through respecting the school values. We aspire for everyone to show pride in being a member of our school community and to be able to express their views in a polite and respectful manner, accepting that there may be differences in opinions at time.

All members of our community will independently demonstrate personal responsibility in caring for others, themselves and the environment (both in school and in the wider sense of the world around us). The curriculum will have protected time for PSHE and P4C to facilitate discussions about moral and ethical choices tied to a deepening understanding of British Values. When children leave our school, they will be prepared for the next stage of their education and empowered to make well-reasoned life choices both in school and beyond the school gates.

Our Single Equality Policy has further details.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers any concerns you may have about the school's implementation of the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. The plan will be made available online on the school website, and paper copies are available upon request.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objective	Current Good Practice	Action Required	Anticipated Impact	Person Responsible	Target Date
Objective 1: Increase access to the curriculum for pupils with a disability	• School offers an adapted curriculum for all pupils. • Tailored resources used for pupils requiring additional support. • Visual timetables available based on Pupil Passports. • Curriculum progress tracked for all pupils, including those with disabilities. • External professionals consulted as needed.	• Ensure resources are accessible and available. • Targets set effectively and appropriate for additional needs. • Review curriculum regularly to ensure accessibility. • Twice termly review of Pupil Passports for pupils with a disability to ensure provision is up to date.	Pupils with disabilities will continue to thrive and make better than expected progress.	SENDCo and Class Teachers	Twice every term
Objective 2: Improve and maintain access to the physical environment	• Environment adapted to pupil needs as required (ramps, elevators, corridor width, disabled parking, disabled toilets/changing, classroom layout, deregulation spaces). • Specialist equipment installed as needed.	• Regular review of physical environment to ensure it meets current pupil needs. • Prepare physical adaptations during transition for new intake children.	Pupils who are wheelchair users or have physical needs feel fully included and able to use all facilities independently.	SBM / SENDCo	Annual review / On transition

Objective	Current Good Practice	Action Required	Anticipated Impact	Person Responsible	Target Date
Objective 3: Improve the delivery of information to pupils with a disability	• Range of communication methods used (internal signage, large print, pictorial/symbolic representations, IT support). • Advice from specialist experts implemented in class.	• Regular review of communication delivery to ensure it meets individual pupil needs. • Update Pupil Passports regularly.	Pupils requiring alternative formats have communication needs met and access the full curriculum.	SENDCo	Regular review of Pupil Passports
Objective 4: Ensure participation in school trips for pupils with a disability	• Pupil EHCP requirements fulfilled. • 1:1 support provided by allocated staff or responsible family adult. • Pre-checks on residential trip destinations and accessibility plans.	• Arrange appropriate accessible transport in advance. • Review school trip and residential procedures to take into account accessibility needs of all pupils.	Pupils are able to access residential and day trips alongside their peers.	Class Teacher / EVCO / SENDCo	Ongoing
Objective 5: Swiftly identify children who have a disability or barrier to learning	• Pupil progress meetings and ongoing classroom assessment quickly identify emerging needs. • Staff trained to identify children at risk of falling behind.	• Teachers and SENDCo plan curriculum adaptations to overcome barriers. • Ensure staff receive training to meet a diverse range of needs and disabilities.	All pupils access school and curriculum with appropriate reasonable adjustments and adaptations.	SENDCo and Headteacher	Ongoing
Objective 6: Ensure access arrangements for assessments (SEND/EHCP)	• Assess pupils in advance for additional time or test adjustments. • Collect evidence over time to support formal access arrangement applications.	• Ensure all staff and leaders know specific access arrangements for internal and external tests. • Provide extra time and reader/scribe support where appropriate.	Pupils access assessments in line with their needs and achieve their full potential.	AHT / SENDCo / Class Teachers	As required
Objective 7: Improve understanding of statutory guidance & disability issues	• INSET and staff training provided on a range of disabilities and additional needs by SENDCo/SLT. • Quality assurance work leads to better outcomes.	• Teaching staff plan effectively for quality first teaching. • Staff receive regular updates regarding statutory guidance changes and best practice.	Staff have a clear, up-to-date understanding of legislation and best practice, reflected across all school areas.	SLT and All Staff	Ongoing
Objective 8: Information for wider community (parents/carers)	• Website maintained up-to-date and conforming to accessibility standards. • Printed communications available upon request.	• Support parents/carers with EAL or communication barriers sensitively. • Staff actively consider communication barriers and work collaboratively with families.	Parents/carers remain well-informed about school life and child progress, reporting high satisfaction.	All Staff	Ongoing

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Single Equality Statement
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Complaints policy