ELVEDEN CHURCH OF ENGLAND PRIMARY ACADEMY ACCESSIBILITY PLAN 2026-27

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 ensure all children have access to the best learning environment & shared spaces as possible. Create a quiet, calm dining hall/learning space so that pupils with sensory needs do not struggle when in there.	To research the cost of acoustic panels for the hall so that it is less noisy and that it makes a calmer place to eat/learn.	Sept 2026 onwards	To be determined.	ZM/CB/SO	For children to be able to use hall space as a teaching and learning space without interference from acoustics.
To provide ' **movement markings**', on the playground for children to be able to use independently and as part of outside sensory circuit intervention.	As part of our inclusive provision, children need access to sensory circuits/regulation pathways and can do these on the playground. This will be colourful playground markings/images/areas marked out with widget symbols for the 3 areas of sensory regulation.	Quotes by January 2027- ZM to look into Widget images can be marked out.	Cost to be determined following assessment	ZM/LB/ Premises cttee	.Decreased anxiety for children and improved self-regulation, so that they can fully participate in school life.
To provide a **'sensory trolley'** to support pupils self -regulation Mainly tools for pupils who become dysregulated or need to refocus. The trolley includes Sensory resources/activities that focus on the three core sensory systems: **vestibular, proprioceptive & tactile**	As part of our inclusive provision,resources will be available for pupils to use for self regulation/ refocus and take these items themselves when they feel overwhelmed.	Sensory trolleys for each class	Cost to be determine	ZM/CB/LB SEND Governor	Decreased anxiety for children and improved self-regulation, so that they can fully participate in school life.
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.	Jan 2027	Staff meetings/CPD-ZM to share 'ADAPTIVE 'teaching cards from Complete P.E in Spring Staff	ZM/MW (P.E)	Fully inclusive and accessible P.E opportunities for all pupils.

			meeting.		
To ensure all Pupils have access to an inclusive P.E Curriculum/equipment	As part of our PE curriculum, children need new, challenging gymnastic equipment to use as part of their complete P.E/ gym lessons. Plans are currently on hold as the hall is being used as a dining hall.	Sept 2027	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. Grant applied for.	Sept 2025onwards	To be determined.	ZM/CB/SO	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	March 2027	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 spring 2027
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 2026	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 is aware of staff expertise and needs and training planned over the coming year.
Training in place in response to identified needs, so that the school becomes a Communication Friendly School.	Organise the ELKLAN training for Elveden and to be able to train staff across the trust.	By June 2027	None- Buy-In from other agencies	ZM (SENCO) NPN	Increased understanding of SLCN/DLD and how it impacts learners.

Use of Lexplore/SNAP SPLD resources to support children in KS2	Renew the membership for Lexplore to screen children and identify barriers to learning (Dyslexia) .	Assess in Sept 2026- Revisit Jan & June 2027 to see impact	Cost of programme	ZM (SENCO) HH (Lexplor Assessor)	All children will be supported through screening programmes and support identified and put in place.
Use of SNAP assessments to pinpoint specific learning and behavior difficulties. SNAP Maths to assess learners with suspected Dyscalculia,etc.	Buy the SNAP assessment package across the Trust.	Sept- Jan 2027	Cost of Programme	ZM(SENCO) DT(SNAP Assessor)	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 X EYFS &KS1	Assess in Sept 206- revisit Jan& June 2027 to see impact	Cost of programme	ZM (SENCO) LG (Welcomm lead)	All children will be supported through screening programme and support identified and put in place.