



**Elizabeth Woodville**  
Primary School

# **Accessibility Policy (Including action plan)**

**Status:** Statutory  
**Designated Committee:** Health and Safety / Curriculum  
**Date Approved:** June 2026  
**Date of Next Review:** June 2029

*Striving for Excellence* ~~~

## 1. 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

## 2. School Values

At Elizabeth Woodville Primary School, we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This is reflected in our school aims, which state:

- At Elizabeth Woodville Primary School, we work together to provide a supportive and stimulating learning environment, which enables **every child to succeed**.
- We nurture natural curiosity for learning by offering a range of creative learning opportunities, based on the needs of our children, with progress and partnership being key.
- Our passion lies in developing happy, motivated, independent, confident learners who reach their full potential.

At Elizabeth Woodville Primary School we are committed to:

- Promoting equality of opportunity between disabled people and those who are not disabled
- Eliminating discrimination
- Eliminating harassment related to disability
- Promoting positive attitudes towards disabled people and developing a culture of inclusion, support and awareness within the school
- Encouraging participation by disabled people in public life
- Taking steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than non-disabled people

Our accessibility plan is published online on the school website, and paper copies are available upon request.

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.

The Accessibility Plan is a statutory document for schools. The Plan must be reviewed as required or at least every three years and approved by the Governing Body.

### 3. 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.

#### **Purpose and Direction**

Elizabeth Woodville Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, spiritual, social and cultural needs. We are committed to taking positive action in response to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan outlines how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe. It anticipates the need to make reasonable adjustments to accommodate their needs where practical. Our Accessibility Plan contains relevant and timely actions to increase access to the curriculum for pupils with a disability and expand and adapt the curriculum as necessary to ensure that pupils with a disability have equal access to curriculum opportunities. It covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, school community and cultural activities or school visits.

It includes the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum. The plan covers maintaining access to the physical environment of the school, adding specialist facilities as necessary. The plan will also consider improvements to the delivery of written information to pupils, staff, parents and visitors with disabilities, including letters.

#### **Aims and Objectives**

Our school's accessibility plans are aimed at:

- Increasing participation in all aspects of school life for children, staff, parents and visitors with disabilities;
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services provided;

- Improving the availability of accessible information to disabled pupils and parents

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

### **Improving Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum;
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

### **Physical environment:**

The school is built on one level and is easily accessible for disabled children, staff and visitors. We have a disabled toilet with changing facilities available for use. There is an internal set of stairs which is fitted with a lift to facilitate disabled access. The external mobile buildings are wheelchair accessible. The outside play areas are flat and almost completely accessible to wheelchair users. There is a disabled car parking space by the entrance to the front door of the school. We have a ELSA/counselling room for pupils with SEMH needs and a calm space for reflection. Communal spaces are clutter free to facilitate easy movement around the buildings.

## **4. Ensuring Accessibility in our Curriculum**

At Elizabeth Woodville we offer an accessible curriculum to meet the needs of all our learners. To support us in achieving this, we work closely with relevant outside agencies such as the hearing and visual impairment services to ensure our provision meets the needs of our disabled pupils. We foster a culture of understanding so that all groups and disabilities are supported as part of our school community.

Learning Support Staff provide extra support for pupils with a high levels of need at playtime/lunchtimes.

When a pupils' disability might prevent access to the curriculum we seek to modify our approach or alter our physical arrangements by making reasonable adjustments. Practical examples of how we achieve this include:

- Providing pupils with physical disabilities with appropriately adapted activities in PE;
- Provision of assistive technology;
- Use of visual timetables, now/next cards
- Use of symbols and sign language – Makaton;
- Providing additional equipment in conjunction with external agencies i.e. magnifier for a pupil with Visual Impairment;
- Reorganising the classroom layout to improve pupil movement and access when a child was temporarily in a wheel chair.

## 5. Complaints procedures

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Parents of children with Special Educational Needs and Disabilities are encouraged to share any concerns they may have about the support the school provides. This should be with their child's class teacher in the first instance. However, if parents continue to be worried, or the concerns are of a more serious nature, they should contact the Special Educational Needs and Disabilities Co-ordinator or Headteacher. Further information about the support we provide is available in the document: 'Our contribution to the local offer: A guide for parents,' available on our website.

## 6. How the plan links to other documentation and policies

5.1. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- School improvement Plan
- Equality Information & Objectives
- Special Educational Needs and Disabilities (SEND) Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Management Policy

## 7. How the plan will be shared

6.1 The plan will be published on the school website where it will be accessible to pupils, parents, staff and other stakeholders.

## 8. Internal and external monitoring procedure

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

## Accessibility Plan 2026-2029

Elizabeth Woodville Primary School is committed to an inclusive ethos which values the achievements of all children. All staff recognise that inclusion is a process of development and not a fixed state as it involves an ongoing review of policies and practices so that we can respond to the diverse needs of all pupils in our local community. We want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

### Purpose of Plan

This plan shows how all the stakeholders in Elizabeth Woodville Primary School intend, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### Key Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum, which includes teaching and learning and the wider curriculum of the school.
- Improving access to the physical environment of the school, including physical aids to access education.
- To ensure written information takes account of pupils' disabilities and pupils' and parents' preferred formats.

### Contextual Information

Elizabeth Woodville is an average-sized primary school in Groby, with a catchment which is made up of privately owned housing. The school is over-subscribed, with a percentage of pupils living out of catchment – in recent years the proportion of inwardly mobile pupils moving from out of catchment has increased.

At Elizabeth Woodville we are committed to using our best endeavours to provide an appropriate and high quality education for all children at our school which enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils who have a visual impairment, developmental or mobility need.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW <i>(Next review date: June 2027)</i>
To ensure high levels of curriculum accessibility for all pupils with a disability	<ul style="list-style-type: none"> <li>• Our school ensures whole class teaching is accessible using the 'QFT SEND Essentials' offer. This provides a range of reasonable adjustments that benefit all pupils.</li> <li>• We use resources tailored to the needs of individual pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>To ensure our whole class accessibility offer meets all pupils' individual needs.</p> <p>To support staff in making highly effective reasonable adjustments to increase accessibility for pupils with SEND.</p> <p>Subject leaders to continue to ensure that the curriculum resources for their subject area include examples of people with disabilities so that pupils feel appropriately represented.</p>	<p>To review the school's 'QFT SEND Essentials' whole class offer to ensure it secures accessible learning opportunities for all pupils.</p> <p>SENDCo to provide ongoing training for staff in making supportive reasonable adjustments for pupils with SEND.</p> <p>To continue to review all SEND IEPs to ensure learning delivery for pupils is highly accessible.</p> <p>Subject leaders to meet regularly with our Deputy Headteacher to review our curriculum and to share good practice with colleagues at weekly teacher meetings.</p>	<p>Headteacher and subject leaders</p> <p>SENDCo</p> <p>Deputy Head and subject leaders</p>	<p>Review by end of summer term 2, 2027</p> <p>Review by end of spring term 2, 2029</p>	<p>All pupils will continue to access a broad and balanced curriculum which meets their individual needs.</p> <p>All pupils will continue to be provided with access to a range of resources which enable them to engage meaningfully with the curriculum.</p> <p>Our pupils will feel appropriately supported and represented.</p>	An annual review will be completed in June 2027.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lift</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Disabled toilet and changing facility</li> </ul>	<p>To ensure all areas of the school are easily accessible to disabled pupils and staff, parents/carers.</p> <ul style="list-style-type: none"> <li>• Increased lighting in outside areas</li> <li>• Areas clearly identified through the use of signage and markings</li> <li>• Repairs to pathways and ramps to ensure wheelchair access to entire site.</li> <li>• Yellow lines added to playground equipment / classrooms to ensure accessibility for VI pupils</li> </ul> <p>Assistive technology equipment in place to support pupils and staff.</p>	<p>All staff to report any areas of damage or concern, which could prevent access to pupils or staff.</p> <p>Senior leaders and governors to regularly conduct a review of school premises throughout the year as part of our health and safety committee visits.</p> <p>SENDCo and class teacher to ensure equipment is quickly procured once a need has been identified.</p>	<p>All staff Headteacher and governors</p> <p>Headteacher</p> <p>SENDCo</p>	<p>Accessibility reviewed annually through health, safety and accessibility inspections</p> <p>Next review November 2026</p>	<p>Indoor and outdoor spaces will be well maintained ensuring that pupils, staff and parents/carers are able to access learning environments safely.</p> <p>We will continue to ensure that students are able to fully access teaching and learning opportunities.</p>	<p>Indoor and outdoor maintenance has ensured that pupils, staff and parents have safe access to the school's learning environments.</p> <p>Disabled parents are able to access dedicated parking in the school car park.</p> <p>iPads have been used to provide assistive technology for pupils. Staff and pupils have received training as required.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Visual class timetable (Consistent across all classes)</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Picture Exchange Communication Systems (PECS)</li> </ul>	Senior leaders to ensure that a range of communication methods are made readily available to pupils, staff, parents and visitors to ensure that information is shared meaningfully with them.	<p>SENDCo to provide update training on meeting the needs of SEND pupils through 'QFT SEND Essentials'</p> <p>SENDCo to provide specific communication training as required for staff.</p> <p>SENDCo to ensure that all classes are provided with new and replacement resources to support the full range of communication methods used across school.</p>	SENDCo, Headteacher	<p>End of summer term 2027</p> <p>Progress towards this objective will be reviewed annually</p>	Pupils, staff, parents and visitors will continue to be able to access information meaningfully.	All classes have implemented a visual timetable to ensure then and next activities are effectively communicated to all pupils.