



Let Your Light Shine
Matthew 5:16

ACCESSIBILITY PLAN 2022-2025
This plan sits alongside the: Equality, Diversity, Inclusion and Accessibility Policy which includes Equality Objectives
The plan can be found on the Team drive: policies: policies: non-curricular policies: Equality, diversity, inclusion and accessibility
Policy Reviewed and Ratified with /without changes by: FGB March 2025
Cycle of Policy Review: Annually

The Governing Body of Ellison Boulders Church of England Academy, as the responsible body, must prepare an accessibility plan and keep it under regular review.

This accessibility plan is for a prescribed period and its aim is to:

- Improve access to the physical environment of the school, adding specialist facilities if necessary;
- Increase access to the curriculum for all pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

This will be carried out within a reasonable time and, should the need arise, be in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

The Governing Body will keep this accessibility plan under review during the period to which it relates and, if necessary, revise it. This responsibility is delegated to the Resources Committee who will oversee its implementation.

Any external inspection may extend to the performance by the Governing Body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan. A relevant inspection is an inspection under:

- Part 1 of the Education Act 2005, or
- Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).

In preparing an accessibility plan, the Governing Body will have regard to the need to allocate adequate resources for implementing the plan.

Accessibility Plan 2022-25

Area	Item	Action	Timeframe	Outcome
Improving physical access	School internal environment	Ensure that internal environment is reviewed when redecorated such as flooring type and contrast of door frames for visually impairment	When items are reviewed for replacement.	All areas will be clearly identifiable for those with visual difficulties.
Improving access to the curriculum	Teaching & Learning	To ensure ALL children can access the teaching within their classroom and that class teachers are meeting their needs where required. Work with SENCO and outside agencies.	<i>Under continuous review</i>	ALL children will be able to access the teaching provided within their classroom either with support from 1:1 assistants or aids such as personal areas in classrooms, visual timetables, reward charts etc.
	Teaching & Learning	To ensure that behaviour for learning is outstanding and all children participate in all aspects of learning in the classroom. Majority of staff to be trained in Positive Handling in order to reduce disruption in classrooms.	<i>Under continuous review</i>	ALL children will have access to the teaching and learning in their classroom with minimal disruption from children with additional behavioural needs.
	Out of school activities and after school clubs	To ensure that all children have access to all out of school activities and after school clubs. Class teachers to be made aware of accessibility requirements when booking trips and leading after school activities.	<i>Under continuous review</i>	ALL children will have access to out of school activities and after school clubs.

Improving the delivery of written information	Accessibility for all persons with visual impairment	To review and improve, where necessary all written formats to ensure they are accessible to pupils and parents with visual impairments. All slides, notebook pages and powerpoints to have a blue background to make them easier to read. For the partially sighted, the free resource DAISY can be used to change word documents to audio presentations-see below for link. Other ideas to enable accessibility for partially sighted can be found at this link. euroblind.org/publications-and-resources/making-information-accessible-all#Alternative_formats	Implemented and reviewed regularly	ALL pupils, parents/carers with visual impairments will be able to access all written communication
Improving the acoustics for children with sensory needs	Sensory needs	Acoustics in the studio Improve acoustics in the hall during lunchtime Try to provide alternative spaces for children to eat when overwhelmed by noise/smell etc of the whole school dining area.	Consultation of lunchtime staff	An area for lunch for those that struggle.
Extended services	Sensory needs	Areas for those children with sensory needs when attending extended services, as with lunchtime.	Trial of changes regularly to evaluate.	An designated quieter area for those that struggle.
Playtimes	Social and emotional needs	Buddy bench for those children that find unstructured social time difficult. Prefects Y5 playleaders - working	September 2022	Children will have a clear area to visit if they are unsure of what to do and who to play with.

Training for staff to meet the needs of those with disabilities.	Teaching and learning	Training for adults on Autism Level 1 Trauma informed training	January 2023	All staff will have a clear idea about the ways in which we can meet the needs of those with autism.
Fire alarms to include flashing lights for the visually impaired	School environment	When fire alarm includes flashing lights in some areas of the school, ensure that this is throughout.	Ongoing updates	Checked with Fire Safety check.

