



Ellenbrook  
COMMUNITY PRIMARY SCHOOL

# Ellenbrook Community Primary School

Longwall Avenue, Ellenbrook,  
Worsley, M28 7PS



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## Accessibility Plan

| Date       | Review Date | Coordinator | Responsible Body    |
|------------|-------------|-------------|---------------------|
| 21/03/2022 | 21/03/2025  | Whole Staff | Full Governing Body |

### 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Ellenbrook Community Primary School strives to reduce the barriers to the curriculum for our pupils; and to allow full participation in the school community for pupils, prospective pupils and users with a disability.

The plan will be made available 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.

Ellenbrook Community Primary School recognises values and parent's knowledge of their child's disability and how that may affect their ability to carry out their normal activities, and respect the parents' and child's right to confidentiality.

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

### 2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.



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### 3. Action Plan

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

| Aim  | Current good practice<br><i>Include established practice and practice under development</i>    | Objectives<br><i>State short, medium and long-term objectives</i>   | Actions to be taken  | Person responsible             | Date to complete actions by | Success criteria   |
|--|--|---|--|--------------------------------|-----------------------------|--|
| Increase access to the curriculum for pupils with a disability | Our school offers a broad and balanced curriculum for all pupils.                              | Curriculum is subject to ongoing review to ensure it meets the needs of all learners.   | Ensure curriculum design for 2022 onwards is broad and balanced and is accessible by all pupils.   | SENCO<br>SLT                   | Each September and July     | Curriculum is accessible by all pupils and all pupil pathways lead to progress and appropriate attainment for all pupils.                                      |
|  | We use resources tailored to the needs of pupils who require support to access the curriculum. | Ensure that resources that support pupil accessibility are identified and purchased. This is subject to ongoing review through Curriculum and Key Stage teams. Teachers to regularly receive appropriate training to support all pupil needs. | SENCOs to identify resources that will support SEN pupils in order to support curriculum accessibility. Review current programmes that support pupils e.g overlays Staff to undertake training bespoke to their pupils to support. | SENCO<br>SLT<br>Class Teachers | Annual                      | All pupils with specific requirement for resources to have them to access the curriculum. This is also to be identified through the Quality Assurance process. |



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|--|--|---|---|--|---|---|
|  | <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Access arrangements will be made to assist pupils with access to examinations.</p> | <p>To ensure that all groups are tracked through the assessment data system.</p> <p>Child Plans monitored each half term by SENCO to ensure appropriate and targeted provision for each child</p> <p>All pupils that are entitled to access arrangements for exams are identified and supported to access examinations.</p> | <p>Data to be analysed to identify any significant differences between pupil groups.</p> <p>SENCO to ensure that all EHCPs and Child Plans support the access arrangements required for individual pupils.</p> <p>The access arrangements are organized effectively during the exam period and pupils are able to utilize the full range of access arrangements that they are entitled to</p> | <p>RB<br/>SLT</p> <p>SENCO<br/>SLT</p> <p>SENCO<br/>SLT<br/>Class Teachers</p> | <p>Termly</p> <p>During mocks and testing period in May</p> | <p>Assessment data model and system being used to track pupil progress for all groups and identify interventions.</p> <p>Barriers to the curriculum removed so child accesses the curriculum</p> <p>All pupils that are entitled to access arrangements receive them for all examinations including practice exams.</p> |
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is and will be adapted to the needs of pupils as required.</p>  | <p>Ellenbrook Primary School actively seek ways to improve the school environment for current and potential users.</p>  | <p>The Accessibility Audit is undertaken annually at each Ellenbrook Primary School site and taken to the</p>   | <p>RB<br/>PM<br/>SLT<br/>Business Manager<br/>Site team</p>                    | <p>Ongoing</p>  | <p>Issues highlighted by the accessibility audit are addressed and resolved. Key stakeholders</p>   |



## Accessibility Plan

|  |  |   |  |   |                      |   |
|--|--|---|--|---|----------------------|---|
|  | <p>This could include:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts and stair lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> </ul> <p>When planning and undertaking premises improvement works, Ellenbrook Primary takes in to account the needs of users with disabilities.</p> | <p>The school will take in to account the needs of pupils and other users with physical and sensory impairments when planning and undertaking future refurbishments.</p>  | <p>appropriate governing committee for discussion and planned action. (Appendix1).</p>   | <p>H&amp;S governor (TBC)</p>             |                      | <p>agree works before they commence.</p>  |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Ellenbrook Primary School website signposts support for community language translation.</p> <p>Internal signage at Ellenbrook Primary is clear and informative.</p> <p>Displays signpost the reader to</p>  | <p>To ensure all groups have access to support as required.</p> <p>Pupils are able to navigate through buildings and know where to access information</p> <p>Ensure that information to pupils is accessible.</p> | <p>The Accessibility Audit is undertaken annually at each Ellenbrook Primary School site and taken to the appropriate governor's committee for discussion and planned action. (Appendix1).</p> | <p>SLT<br/>Governors<br/>Site Manager</p> | <p>Annual checks</p> | <p>Clear signposts identified.</p> <p>Issues highlighted by the accessibility audit are addressed and resolved where necessary.</p> |



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|  | <p>references for further reading.</p> <p>Information will be provided in an 'ASD friendly' format.</p> |  |  |  |  |  |
|--|---|--|--|--|--|--|

#### 4. Monitoring arrangements

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

#### 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and policy

|                            |                      |              |            |
|----------------------------|----------------------|--------------|------------|
| <b>Headteacher:</b>        | Roger Blackburn      | <b>Date:</b> | 21/03/2022 |
| <b>Chair of Governors:</b> | Suzanne Charlesworth | <b>Date:</b> | 21/03/2022 |
| <b>Policy Number:</b>      | EB-FGB-09d           |              |            |

**Appendix 1**

| Feature                | Description | Actions to be taken | Person responsible | Date to be completed |
|------------------------|-------------|---------------------|--------------------|----------------------|
| Number of storeys      |             |                     |                    |                      |
| Corridor access        |             |                     |                    |                      |
| Parking Bays           |             |                     |                    |                      |
| Entrances              |             |                     |                    |                      |
| Ramps                  |             |                     |                    |                      |
| Toilets                |             |                     |                    |                      |
| Reception Area         |             |                     |                    |                      |
| Internal Signage       |             |                     |                    |                      |
| Emergency escape route |             |                     |                    |                      |
| Classroom access       |             |                     |                    |                      |