



Elsley Primary School Accessibility Plan 2025-2028

1. Introduction and Legislation

This Accessibility Plan has been developed in accordance with statutory duties under the Equality Act 2010 (Schedule 10). It is informed by national guidance, including Accessing Schools: Planning to Increase Access for Disabled Pupils (DfES), the SEND Code of Practice (2015) and Brent's SEND Local Offer.

The plan outlines Elsley Primary School's strategy for increasing accessibility for pupils, staff, parents, carers, and visitors with disabilities. It forms part of our commitment to fostering an inclusive, respectful, and enabling learning environment for all.

Definition of Disability

In line with the Equality Act 2010, a person is considered disabled if they have:

"A physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

This definition covers mobility difficulties, sensory impairments, neuro-divergent conditions, long-term medical needs, mental health needs, and learning disabilities.

Elsley Primary School understands its duty to make anticipatory, reasonable adjustments to ensure pupils with disabilities are not placed at a substantial disadvantage.

Key Objectives

Curriculum Access

- Ensure pupils with disabilities can access a broad, balanced, and ambitious curriculum.
- Provide high-quality, differentiated teaching and interventions that meet individual needs.
- Monitor Quality First Teaching (QFT) through lesson observations, pupil voice, and work scrutiny.
- Ensure full access to enrichment, after-school clubs, trips, and wider school life.
- Evidence inclusion impact through APDR (Assess–Plan–Do–Review) cycles and progress tracking.

Physical Environment

- Improve and adapt the physical environment so pupils with disabilities and visitors can participate fully in school life.
- Conduct annual accessibility audits with published outcomes.
- Ensure refurbishments and site developments reflect accessibility requirements (lighting, acoustics, layout, signage, mobility access).
- Maintain personalised evacuation plans and log evacuation drills.

Information and Communication

- Improve delivery of information to pupils with disabilities and their parents/carers, including accessible formats and digital platforms.
- Conduct annual accessibility checks on newsletters, letters, and digital content.
- Ensure the school's Local Offer provides clear, up-to-date, and accessible information about support and provision.
- Evidence accessibility through parent surveys and compliance reports.

Working in Partnership

Elsley Primary School values and respects the knowledge and insights of parents and carers regarding their child's disability and its impact on learning and daily routines. We work collaboratively with families and maintain confidentiality at all times.

We collaborate with Brent Local Authority services, including SEND Support Services, health professionals, therapists, Early Help, CAMHS and other external agencies to secure the best outcomes for pupils with additional needs.

Commitment to Continuous Improvement

Elsley Primary School actively considers the needs of pupils with disabilities and visitors when planning site improvements and service development. The school also maintains awareness of local and national services that can provide alternative formats or specialist resources when required.

Our Accessibility Plan is a working document that will be reviewed regularly, evaluated for impact and updated to reflect changing needs, new pupils, developments in best practice and Brent's local priorities for inclusion.

Current good practice

- Information about disability or health conditions is gathered during induction meetings and updated regularly.
- Pupils with disabilities participate in extra-curricular activities, with reasonable adjustments made to overcome barriers.
- Curriculum planning is inclusive, with professional advice sought where needed.
- Communication is adapted to individual needs, ensuring all pupils can express their views.
- Access audits confirm that entrances are accessible, disabled toilets are available, and emergency signage is clear.

Access Audit

- The school comprises two separate two-storey buildings and an Additional Resource Provision in a single-storey building.
- Entrances are flat or ramped, with wide doors and a secure lobby.
- Berkhamstead building has a lift to support less mobile pupils and practitioners to go from one floor to another.
- Disabled parking slots are available in the school car park.
- Disabled toilet facilities are fitted with handrails and emergency cords.
- Internal emergency signage and escape routes are clearly marked.
- Personalised evacuation plans are in place and reviewed annually.

Monitoring and Review

The Accessibility Plan is reviewed annually by the Senior Leadership Team and Governors.

Evidence of impact is collected through:

- SEND provision maps
- Participation audits
- Pupil and parent surveys

Governors receive termly inclusion reports to ensure accountability.

Elsley Primary School Accessibility Action Plan 2025-2028

Target	Tasks	Timescale	Resources	Responsibility	Monitoring / Outcome
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access and Equality.</p>	<ul style="list-style-type: none"> Analyse impact of Behaviour Policy, Anti-Bullying Policy, Safeguarding, Educational Visits, Homework and Health Provision in relation to pupils with disabilities. Involve Elsley School Council. Consult pupils and staff on any proposed changes. 	Spring 2026	Leadership Team and Curriculum Teams require time to review policies.	Leadership Team Behaviour Team	Governors All school policies include clear statements on disability access and equality, ensuring inclusive practice is embedded throughout school life.
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> Review PSHE Curriculum with a focus on developing relationships Review Assembly Programme: widen focus of Different/Same theme Ensure achievements of pupils with disabilities are acknowledged. Play leaders will be trained and introduced to encourage co-operative play in KS1. This will be carried out by providing role modelled behaviour from KS2 pupils of how we treat others and encouraging all pupils to join in games. 	Spring 2026	£150 for any new resources	PSHE Leader Leadership Team	Leadership Team and Governors Pupils' survey will show that there is change in attitudes to disabilities.
<p>Curriculum Access</p> <p>Continue training for teachers and support staff on different aspects of</p>	<ul style="list-style-type: none"> Review the needs of all pupils with specific issues as required Provide all practitioners with relevant training in liaison with partner agencies 	Ongoing	Classroom resources CPD for staff Assessing staff CPD needs	SENCOs Curriculum Leaders All staff	Practitioners are aware of the relevant issues and can ensure that pupils with SEND have equality of access to provision - preparation for later life.

<p>SEND when required.</p>	<ul style="list-style-type: none"> Embed pathway planning progress showing how individual needs are addressed. 		<p>£300 (approximately)</p>		<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an Ongoing process, and that Needs and expertise will change with time</p>
<p>Curriculum Access To use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<ul style="list-style-type: none"> Take advice from specialist, multi-agency teams to ensure the appropriate resources are available to support the specific needs of pupils. 	<p>Ongoing</p>			<p>All pupils have access to specialist resources which allow them to access the curriculum fully. All pupils are accessing the learning opportunities effectively</p>
<p>Curriculum Access All out-of-school activities are planned to ensure the participation of all pupils.</p>	<ul style="list-style-type: none"> Review all out of school provision to ensure compliance with legislation. Ensure school activities are accessible to all pupils. Continue to carry out pre visit checks in order to ensure individual needs can be met (record on school risk assessments). Ensure sufficient staff ratios including 1.1 support where necessary for pupils with high level of need. 		<p>Training needed on risk assessments for trips and extra-curricular activities. Identify if additional adults are needed to support SEND pupils participating.</p>	<p>EVC Leadership Team Wider Curriculum Leader</p>	<p>Leadership Team and Governors There will be an increased number of pupils participating in school activities.</p>
<p>Curriculum Access Classrooms are optimally organised to promote the participation and independence of all pupils and to meet</p>	<ul style="list-style-type: none"> Review and implement a preferred layout of furniture and equipment to support the learning process on an individual class basis. Seek support from professionals e.g. BOAT, Visual and Hearing Impairment team about layouts of classroom for pupils with specific needs. 	<p>Ongoing – with termly review</p>	<p>Training may be needed to ensure consistency in approach amongst all practitioners.</p>	<p>SENcos Leadership Team All staff</p>	<p>Pupils feel fully integrated into school life and interact with staff and pupils in a fully inclusive manner. Those with specific needs are catered for and are fully</p>

<p>specific needs of Individual pupils.</p>					<p>integrated into the classroom environment.</p> <p>Increase in access to the National Curriculum.</p>
<p>Physical environment</p> <p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> Continue to do regular risk assessments completed on all aspects of the physical environment Review personal evacuation plans. To ensure that whenever works are undertaken at the school that there is consideration of whether access could be further improved. To work as appropriate with contractors/surveyors/planners to evaluate access if works are undertaken. 	<p>Ongoing</p>		<p>SLT Site Supervisors Health and safety Committee Governor</p>	<p>The school environment is fully accessible for all pupils, and wider school community.</p> <p>Staff and pupils will be aware of personal evacuation plans.</p> <p>There will be a consistent approach to evacuation procedures.</p>
<p>Information and Communication</p> <p>Pupils can access written instruction, and parents are kept informed of what is going on in school</p>	<ul style="list-style-type: none"> Large print and audio formats as required. Review accessibility of school website, newsletter and letters for parents/carers. Homework information available as information sheets as appropriate. Parent survey to decipher how accessible documents are. 	<p>Spring 2026</p>	<p>Time required to review website and written communication formats to parents/carers.</p>	<p>Admin Staff Computing Lead Leadership Team</p>	<p>The school’s website will be more accessible, and the school will be able to provide written information in different formats when required for individual purposes.</p> <p>Parent survey will show that documents are accessible.</p>