



## **Accessibility Plan 2025-2028**

### **Section 1: Vision statement**

#### Purpose of the Plan

The purpose of this plan is to show how Ellis Guilford School intends, over time, to increase the accessibility of our school for disabled children. Ellis Guilford School is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

#### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

#### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against children because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with children, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled children can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services;

- Improving the delivery to disabled children of information, which is provided in writing for children who are not disabled.

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

- Equality Objectives
- Equality Policy
- Staff EGScellence Handbook
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Academy Development Improvement Plan

The Academy's complaints procedure covers the Accessibility plan.

#### Staff Development

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

#### Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

#### Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Ellis Guilford School will address the priorities identified in the plan.

The plan is valid for three years 2025-2028. It is reviewed annually.

Approved by: .....

Date: December 2025

Next review date: December 2028

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to children

The table below sets out how the school will achieve these aims.

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for children with a disability.</b>	Ensure teaching is accessible and adaptive for all children	Annual review of curriculum accessibility; Staff training on adaptive teaching and SEND strategies; Update ILPs and share with staff	SENCO, SLT	Review annually (July)	Lesson visits show consistent adaptive practice; Children with disabilities make expected progress
	Improve access to learning through appropriate resources and technology	Review assistive technology provision; Train staff and children on accessibility tools; Ensure resources are available in alternative formats	SENCO, SLT	Annual review (Sept)	Children independently use appropriate tools; Reduced barriers to reading/writing

	Ensure children with disabilities can access enrichment and wider curriculum	Review accessibility of trips and clubs; Adjust risk assessments and staffing where needed	AP Personal Development, SENCO	Annual review	Disabled children participate in enrichment at comparable rates
<b>Improve and maintain access to the physical environment.</b>	Ensure the school site remains accessible to all children	Annual accessibility audit; Prioritise improvements (ramps, lifts, signage); Maintain accessible toilets and refuge points	Site Manager	Audit annually (July)	No child unable to access required areas; Identified improvements completed
	Ensure safe movement and evacuation for children with disabilities	Update Personalised Emergency Evacuation Plans (PEEPs); Train staff on supporting children during evacuations	SENCO, Site Manager	Termly	All children with disabilities have up-to-date PEEPs; Evacuation drills run safely
<b>Improve the delivery of written information to children.</b>	Ensure written information is accessible to all children including signage	Provide materials in alternative formats (large print, coloured paper, simplified text); Train staff on accessible formatting	SENCO, SLT	Training by Dec 2025; review annually	Children report improved access to written materials
	Improve communication with children and families with additional needs	Provide translations where required; Ensure letters, reports and digital content are accessible	Admin Team, SENCO, SLT, HOYs	Ongoing	Families report improved understanding of school information

### Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is in two separate buildings. Guilford is two storey and Ellis building is four storey. Steps are not required to access the lower grounds of both buildings.	Lift already in place in both buildings. Annual maintenance checks to occur.	Site Manager	Yearly
	Steps are required to access the Sports Centre	Alternative access is available with ramps. Monitor changing needs of staff, children.	Site Manager	Ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Health & Safety Learning walks carried out termly to ensure that areas remain clear and accessible.	Site Manager	Termly
Lifts	Lift in the Ellis Building and two lifts in Guilford to access all floors.	Annual maintenance checks to occur.	Site Manager	Yearly
Parking bays	Disabled parking bay available at front of school.	Monitor use. Additional bays to be allocated if required.	Site Manager	Ongoing
Entrances	Main entrance accessible, ramp available for entrance to Sports Centre, Club House and Pastoral Hub.	Monitored, check for accessibility.	Site Manager	Ongoing

Ramps	Ramped entrance created to Sports Centre, Club House & Pastoral Hub.	Monitor use and need.	Site Manager	As needed
Toilets	Disabled toilet available in Lower & Upper Guilford, Main Reception, and Ellis Building.	Regular checks for accessibility, cleanliness and damage.	Site Manager	Ongoing
Internal signage	Signage around the school is clear.	Refine languages used, see above.	SLT	Yearly
Emergency escape routes	Labels well and clearly displayed throughout school. Emergency lights above door.	Continue to ensure signs are maintained.	Site Manager	Ongoing.
	Fire evacuation plan in place and communicated.	Reviewed at least yearly.	JWI	Yearly