Review Buildings, Health & Safety Committee: 04/02/2025
Approved by Full Governing Body: 13/03/2025
Next Review: Spring 2028

Enmore Church of England Primary School

'Those who are taught here must go out and teach others'

Rev J. Poole, Founder, 1810



'I have set you an example that you should do as I have done for you.'

John 13: 15

Accessibility Plan

The Purpose of this plan shows how Enmore primary school intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

- New buildings – physical access established.
- Pathways and steps around the school have yellow highlighting in places.
- Car parking well organised with disability parking
- School entrance easy to find.
- Health and safety update held every Autumn term for all staff.

At present we have no wheelchair dependent pupils. There are currently no members of staff that are wheelchair dependent.

Current range of known disabilities

The school has children with a range of special education needs and disabilities which include visual impairment, moderate and specific learning difficulties, sensory processing difficulties, Autism and medical conditions. We have had an environmental audit with the vision support and habilitation team and we adapt when necessary and follow their guidance and advice.

Areas of planning responsibilities

1. Increasing access for pupils with disabilities to the school curriculum. This 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.

2. Improving access to the physical environment of schools. This includes improvements to the physical environment of the school and physical aids to access education.

3. Improving the delivery of written information to pupils with disabilities. This will include planning to make written information that is normally provided by the school to its pupils available to pupils with disabilities. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

1. **Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of Enmore school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Success criteria	Responsibility
To increase staff's confidence in differentiating the curriculum.	Staff training on different aspects of SEND, including visual impairment, dyslexia, developmental coordination disorder & Autism.	Staff will feel more confident in differentiating for children. Increased pupil participation	Class teachers SENCO
For all educational visits to be accessible to all.	Ensure venues are vetted prior to visit for suitability and accessibility. Risk assessments carried out prior to trips. Guidance given to staff on making trips accessible.	All pupils can attend educational visits and take part in a range of activities.	Class teachers SENCO

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Success criteria	Responsibility
To be aware of the access needs of all children with disabilities.	To include access plans for any pupils with a disability on their pupil passport. Children with medical needs to have a medical healthcare plan provided by the hospital or created with medical professionals, parents and school.	All staff to be aware of the access needs of all children with disabilities in their care. For all children with disabilities to feel confident that their needs are met and they have full access to all school activities	SENCO Head teacher Class teachers
To ensure that the layout of the school allows access for all pupils to all areas.	Consider needs of all children and adjust the building as necessary	Access for all.	Headteacher SENCO Governors
To ensure that all pupils with a disability can be safely evacuated.	Personal evacuation plans put in place for all pupil with a disability. To ensure staff know what to do in an emergency.	That all pupils with a disability and staff working alongside are safe in the event of an emergency.	SENCo Class teachers Class based adults
To ensure that the classroom is accessible to pupils with a hearing and/or visual impairment.	To seek advice on individual pupils' needs from VST and HST.	All children will have access to the environment.	Advisory teachers from HST/VST SENCO Class teachers
Currently not in place – Visual alarm for hearing impaired. Sound system for hearing impaired. Car park lighting.			

3. Improving the delivery of written information to pupils and parents with disabilities.

This will include planning to make written information that is normally provided by the school to its pupils available to pupils and parents with disabilities. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Success criteria	Responsibility
To ensure all information given to parents is accessible	Information is concise and easy to read and with clear font. Office staff/ SENCO will help parents struggling to access information.	All parents will be able to access all information.	Office staff SENCo
To ensure that information is provided in a suitable format for pupils with a disability.	Font is clear and enlarged and matt laminates are used for pupils with a visual impairment. Pupils with Dyslexia will have access to overlays & coloured exercise books if needed.	Pupils will be able to access all information. Staff will be aware of formats needed for different pupils.	Class teachers SENCO