



Elmhurst School

Accessibility Plan

Approved by:	Elmhurst School Local Governing Board	Date: May 2022
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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.

Elmhurst School is committed to providing and promoting a culture of inclusion and equality.

Our vision for Elmhurst School is: 'To be a forward thinking and continuously improving school enabling our children to achieve their full potential, be successful citizens of the world we live in and be prepared for the next stage of their education'.

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.

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.

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 <i>Include established practice and practice under development</i>	Objectives <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 differentiated curriculum for all pupils.	Ensure all aspects of the curriculum are accessible to all pupils.	Ensure pupil voice is gathered termly. Curriculum overviews are monitored for impact.	Curriculum Lead	Termly	Evidence from pupil voice, book scrutiny and planning scrutiny show that the curriculum is differentiated, pupils make progress.
	We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	Ensure resources reflect all stakeholders and the school community.	Review of texts and long-term plans to include monitoring of disabilities along with diversity. New pupils with disabilities will have individual care plans	Curriculum Lead SENDCo	Annually As required	Needs are identified and resources are available for pupils as required
	Curriculum progress is tracked for all pupils, including those with a disability.	Assessment data is analysed to include vulnerable groups.	Ongoing monitoring	Senior Leaders, RSLs	Termly	Assessment data demonstrates pupil progress and interventions are planned as required.

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	Targets are set effectively and are appropriate for pupils with additional needs.	SEND support plans will be written with input from parents and pupils.	Ongoing processes in place already	SENDCo, class teachers	Termly	Additional intervention and provision planned for; progress is made.
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Regular review of the curriculum includes all stakeholders.	Curriculum units are reviewed termly.	Curriculum Lead	Termly	Changes are made to ensure that the curriculum is diverse and demonstrates the school's aims and vision.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Door width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Pupils can access relevant areas of the school and resources within it e.g., computers, books and play equipment.	When pupils join a plan to be put in place including risk assessment as required.	Head teacher, site manager, SENDCo	As required	Reasonable adjustments are identified and actions as outlined in individual plans.
		Pupils can access learning alongside their peers (4 classrooms are upstairs)	Should a child/member of staff join who is unable to safely use the stairs, the year group will switch with one from downstairs.	Head teacher	As required	All pupils can access the learning for their year group.
Improve the delivery of information to	Our school uses a range of communication methods to ensure information is accessible. This includes:	Pupils, parents, and other members of the school community can	Specialist agencies to be consulted with to ensure that the	SENDCo and site manager	As required	Needs are identified and resources made available when required.

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pupils with a disability	<ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	access and receive information.	individual needs are met.			

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 local governing board.

5. Links with other policies

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

- Great Learners Trust Accessibility Statement
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of Storeys	Our Key Stage 2 block has four classrooms on the first floor.	Should any staff or children move into the Year 5 or Year 6 classes, these year groups can switch with one of the year groups based downstairs. If a temporary solution is needed e.g. for a broken leg, the class would move to The Hub.	Head Teacher	n/a
Corridor access	All corridors are accessible.	n/a	Site Manager – for upkeep	n/a
Lifts	We have no lifts, nor are any required of planned for.	n/a	Head Teacher	n/a
Parking bays	Whilst some of our parking bays are accessible, they are not currently marked.	Identification of a suitable accessible bay. Marking of the bay.	Head Teacher and Site Manager	July 2022
Entrances	The main school entrance and the entrance to the Early Years and Key Stage 2 blocks are all accessible.	n/a	Site Manager – for upkeep	n/a
Ramps	Permanent sloping tarmac has been installed to ensure that all communal rooms/areas and certain classrooms are accessible	n/a	Site Manager – for upkeep	n/a

Toilets	We have an accessible toilet in the Key Stage 2 block	n/a	Site Manager – for upkeep	n/a
Reception area	The area is accessible and there are windows at two heights.	n/a	Site Manager – for upkeep	n/a
Internal signage	Most internal signage is at an appropriate height – there is no braille signage	Investigate braille signage should this become a requirement.	SENDCo and Site Manager	n/a
Emergency escape routes	All escape routes are clearly marked and the majority are accessible.	All pupils who might require an accessible emergency escape route to have a Personal Emergency Evacuation Plan written.	SENDCo and Site Manager	n/a