

Elmore Green Primary School Accessibility Plan
2018 to 2021



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| Date reviewed: | November 2018 |
| Reviewed by: | P Jones-McDonald |
| Date adopted: | November 2018 |
| Governor Signature: | |

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Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Elmore Green Primary School, the plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document .

Elmore Green Primary School are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The school's Accessibility Plan has been developed based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The plan is structured to complement and support the school's Single Equality policy, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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Elmore Green Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Elmore Green Primary School's accessibility plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The accessibility plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Elmore Green Primary School's accessibility plan relates to the key aspects of physical environment, curriculum and written information.

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.

This accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour and Discipline Policy
- Curriculum Policy

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- Health & Safety Policy
- Single Equality Policy
- School Prospectus
- School Development Plan
- Special Educational Needs & Disabilities Policy

The accessibility plan for physical accessibility relates to the access audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and General Purposes Committee

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Written November 2018

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2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment,
- Improve the delivery of written information to pupils, parents/carers and staff.

Our objectives are detailed in the action plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we encourage regular dialogue with school staff regarding issues of disability.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents/carers and staff.

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4. Access Audit

The school is a single storey building with narrow corridors. Despite being single story there are raised entry points to three external classrooms and the dining hall. Access to these parts of the building involve 1-3 steps, although one of the rooms has ramp access also.

One corridor has 3 steps, however access to all rooms is maintained by a ramp on an alternative route. The stepped area in the corridor also has provision for a ramp to be used in the event of an emergency (should it be required) and several access points from outside. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitors includes one dedicated disabled parking bay, which is located at the front of the building. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

There is a disabled toilet facility available in the main building, which is fitted with a handrail and a pull emergency cord.

All classrooms and main community spaces have light systems linked to the fire bell to support accessibility for hearing impaired, pupils, staff and parents/carers.

There are no intimate care facilities beyond the disabled toilet, which is not large enough to accommodate a changing table/bed'

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority to ensure reasonable adjustments are made to fulfil our duties of accessibility.

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6. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|--|------------------------------|-------------------------------|--|
| To liaise with Nursery providers to review potential intake for each September | To identify pupils who may need additional to or different from provision for Sept 16 Intake | Annually (June of each year) | HT EYFS staff | Procedures/equipment/ ideas set in place by September each year. |
| To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing Annually | HT All subject leaders | All policies clearly reflect inclusive practice |
| To establish close liaison with parents/carers | To ensure collaboration and sharing between school and families. | Ongoing Annually | HT All Teachers | Clear collaborative working approach |
| To establish close liaison with outside agencies for pupils with on- going health needs. Eg Children with severe asthma, epilepsy, diabetes or mobility issues. | To ensure collaboration between all key personnel | Ongoing Annually | HT TAs Outside agencies | Clear collaborative working approach |

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| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|--|------------------|---|---|
| To ensure full access to the curriculum for all children. | Support from Advisory Teachers, CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of specific assessment systems to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy | On-going | Inclusion Manager Ed Psych CPA Specialist Teacher | Advice taken and strategies evident in classroom practice. Children with identified needs supported and accessing curriculum |
| To finely review attainment of all SEND pupils. | Inclusion Manager/ Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents | Termly | Class teachers Inclusion Manager | Progress made towards IEP targets Provision mapping shows clear steps and progress made |

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| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|--|--|---|---|
| <p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p> | <p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> □ Wheelchair access □ Screen magnifier software for the visually impaired □ Elklan training for relevant staff □ Giving alternatives to enable disabled pupils to participate successfully in lessons □ Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. | Ongoing | Whole school approach | <p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> |
| To evaluate and review the above short and long term targets annually | See above | Annually | SLT, Core curriculum co-ordinators Governors | All children making good progress. |
| To deliver findings to the Governing Body | Finance and Premises and Curriculum Governors meetings | Annually Termly SEND Governor / SENDCO meetings | Inclusion Manager SLT/SEND Governor | Governors fully informed about SEND provision and progress |

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Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|---|---|---------------------------------|---|
| Improve physical environment of school | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | Ongoing | SLT | Enabling needs to be met where possible. |
| Ensure a visually stimulating environment for all children | Colourful, lively displays in classrooms and role play areas. | On-going | Teaching and non-teaching staff | Lively and inviting environment maintained. |
| Ensuring all with a disability are able to be involved. | <ul style="list-style-type: none"> □ Create access plans for individual disabled children as part of IEP process □ Undertake confidential survey of staff and governors to ascertain access needs. □ Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. | With immediate effect, to be continually reviewed | Teaching and non-teaching staff | Enabling needs to be met where possible |

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| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|--|--|---|--|
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | With immediate effect to be continually reviewed | Head Teacher Bursar Occupational health Specialist nurses eg diabetes Hearing impairment Team | |
| Ensuring disabled parents have every opportunity to be involved | <ul style="list-style-type: none"> □ Utilise a disabled parking space for disabled parents to drop off & collect children □ Offer a telephone call to explain letters home for some parents who need this □ Adopt a more proactive approach to identifying the access requirements of disabled pupils | With immediate effect to be continually reviewed | Whole school team With immediate effect to be continually reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |
| Longer Term Targets | | | | |
| To improve community links | School to continue to have strong links with schools in Local Authority and the wider community. | On-going | SLT All staff | Improved awareness of disabilities/the wider community /the world. Improved community cohesion |
| Continue to develop playgrounds and facilities. | Look for funding opportunities | On-going | Whole school approach | Inclusive child-friendly play areas |

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Aim 3: To improve the delivery of information to disabled pupils and parents.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|--|------------------|-------------------------|--|
| To support and engage parent with learning difficulties | Regular communication with parent Support provided for parents' evening/annual reviews/meetings | On-going | Class teacher SMT | Two- way communication in place. |
| To ensure all children with ASD diagnoses or traits have access to the curriculum | Regular parental communication Individualised multi-sensory teaching strategies used for ASD children. | On-going | All staff to be aware | ASD children able to access curriculum. |
| To enable improved access to written information for pupils, parents and visitors. | <ul style="list-style-type: none"> □ Investigate symbol software to support learners with reading difficulties. □ Raising awareness of font size and page layouts will support pupils with visual impairments. □ Auditing the school library to ensure the availability of large font, dyslexia friendly and easy read texts will improve access. □ Auditing signage around the school to ensure that is accessible to all | On-going | All staff to be aware | All children and parents able to access school information |

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| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|---|----------------------------------|---|--|
| To review children's records ensuring school's awareness of any disabilities | <ul style="list-style-type: none"> □ Information collected about new children. □ Records passed up to each class teacher. □ End of year class teacher meetings □ Annual reviews □ IEP meetings □ Medical forms updated annually for all children □ Personal health plans □ Significant health problems -children's photos displayed on staffroom notice board / info kept in separate file in staffroom | Annually | Class teachers Outside agencies SMT Office staff | Each teacher/staff member aware of disabilities/ difficulties of children in their classes |
| Longer Term Targets | | | | |
| In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected | Record keeping system to be reviewed. | Continual review and improvement | Assessment Co-ordinator/SLT | Effective communication of information about disabilities throughout school |