



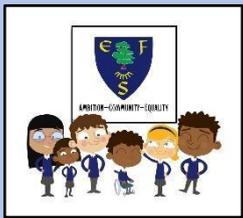
ELMS FARM PRIMARY SCHOOL ACCESSIBILITY PLAN

IT WAS DEVELOPED in September 2021 through a process with the Physical Difficulties Support Team

WAS APPROVED by the governing body in 2021

REVIEWS: Annually: **Last reviewed November 2025**

Our School Values



Ambition: We are ambitious for every child to achieve their best and be ambitious about their learning and their future.

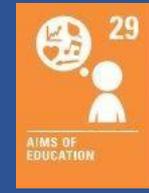
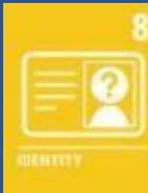
Community: We value everyone in our community and learn how to look after each other and our environment. We respect each other and work together.

Equality: We value each other, our beliefs and differences are celebrated. Everyone is treated equally and fairly.

We are a Rights Respecting School



This policy links to the UN Convention for the right of the child:



Statement of intent

Elms Farm Primary is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues.

This policy must be adhered to by all staff members, pupils, parents and visitors.



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The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

1.0 The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

1.1 The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The head teacher and other relevant members of staff.
- Governors.
- External partners.

1.2 This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

2.0 LEGAL FRAMEWORK

2.1 This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'



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2.2 This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

3.0 ROLES AND RESPONSIBILITIES

3.1 The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

3.2 The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

3.3 The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

3.4 Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.



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4.0 THE ACCESSIBILITY AUDIT

4.1 The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

4.2 When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

4.3 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

4.4 All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

5.0 DEFINITION OF DISABILITY:

Disability is defined by the **Disability Discrimination Act 1995 (DDA)**:

'A person has a disability 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 carry out normal day to day activities.'

5.1 THE EQUALITY ACT 2010

Elms Farm strive to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness.

5.2 The Accessibility Plan

This will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome barriers, allowing all pupils equal opportunities.



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6.0 THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN: VISION AND VALUES:

6.1 At Elms Farm Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs.

6.2 We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

6.3 Elms Farm Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

7.0 Equal Opportunities

- **7.1** The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- **7.2** Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

8.0 Admissions

- **8.1** The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.
- **8.2** The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.
- **8.3** The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- **8.4** Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

9.0 The Curriculum

- **9.1** The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- **9.2** The head of department for each subject and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is

adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

- **9.3** Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.
- **9.4** Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.
- **9.5** There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- **9.6** The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

10.0 Physical Environment

- **10.1** The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.
- **10.2** The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.
- **10.3** The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

11.0 THE MAIN PRIORITIES IN THE SCHOOL'S PLAN:

11.1 We act upon all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

11.2 Our plan ensures that:

11.3 The school draws on the expertise of external agencies to provide specialist advice and support

11.4 The SENDCo has an overview of the needs of disabled pupils, and those with medical conditions

11.5 There is appropriate deployment and training of staff

11.6 Successful practice is shared within the school

11.7 The school works with partner schools

11.8 Disabled pupils have access to all extra-curricular activities

Plan written & approved	Review 1	Review 2	Review 3
Sep 2021	Sep 2022	Sep 2023	Oct 2024

	Review 4	Review 5	Review 6
	November 2025		



Overview of Aims:

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

Aim 1:

Increase access to the curriculum for pupils with a disability

Current Good Practice:

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to ensure it meets the needs of all pupils, with bespoke support being implemented
- Increase of support equipment within quality first teaching – through coaching and learning walks
- SEND equipment available (pencil grips, ruler holders, shaped pencils etc.)
- Staff training led by school SENCO and external agencies on aspects of inclusion for pupils with additional needs
- Addition of mindfulness, pastoral support for those with Social, Emotional, Mental Health Needs
- Purchase of IT resources to support pupils with SEND - e.g. specialist apps – Clicker

Objectives	Actions	Person Responsible	Date to be completed	Success Criteria	Review Comments
To ensure the school is prepared for pupils with a disability.	<p>Audit of SEND training and resource needs</p> <p>Site meeting set up to look at potential work needed to school site to meet individual needs</p> <p>Additional work is completed</p>	<p>SENCO</p> <p>Site Manager</p>	Ongoing	<ul style="list-style-type: none"> Additional needs identified as and when they occur-staffing adjusted accordingly Building work carried out when necessary Staff aware of pupils needs Pupils able to access the curriculum 	<p><i>-Audit of physical environment completed with OT. Building work carried out-care/changing room implemented, door widening in each year group.</i></p> <p><i>-Staff training ongoing specific to pupil needs.</i></p> <p><i>-Physical resources purchased based on pupil needs.</i></p> <p><i>-Review of outdoor provision to support access for all pupils.</i></p> <p><i>-resources/signs represent all pupils</i></p>
To ensure all pupils have access to a broad and balanced curriculum.	<p>Curriculum maps are monitored focusing on needs of all pupils in school</p> <p>Enrichment activities are monitored and accessible to all</p> <p>Support focuses on pupil needs and targets progress for pupils with SEND</p> <p>All pupils have access to differentiated curriculum</p>	<p>Curriculum Leads</p> <p>SENCO</p> <p>SLT</p>	Ongoing - Termly	<ul style="list-style-type: none"> Pupil needs reviewed cyclically as part of the Pupil Progress/ SEN cycles per term and needs identified and planned for termly Curriculum reviewed and changes planned if necessary Support is planned out focusing on need and enables participation of SEND pupils On-going monitoring of processes 	<p><i>-Ongoing monitoring by SLT as part of progress monitoring. AHT for T&L tracking progress of interventions half termly.</i></p> <p><i>-Review of SEND register and provision.</i></p> <p><i>-CPD completed with all leaders-SEND needs-expectations for T&L established with provision for SEND learners.</i></p> <p><i>-Enhanced provision established and monitored</i></p> <p><i>-Reviewing system introduced to monitor small steps progress. Toolkit trackers introduced for Maths and English.</i></p> <p><i>-Structure of English including Visual semantic approach.</i></p> <p><i>- Clicker introduced to support English for SEND/EAL pupils.</i></p>

<p>To establish close liaison with parents/carers</p>	<p>Establish regular parent voice meetings for pupils with disabilities</p> <p>Continue to develop the website to allow parents/carers to view the work of their child</p> <p>Develop strategies/events across the cluster for pupils with disability</p>	<p>SENCO</p>	<p>Ongoing - Termly</p>	<ul style="list-style-type: none"> • Systems of communication in place • Website, Twitter and Newsletters, Dojo is developed further to support communication with parents • Website contains statutory information • Parent involvement inclusion events mapped out • Events are reviewed and future events mapped out 	<p><i>-SENDCo details provided on school website.</i></p> <p><i>-Format for scheduled reviews being established Summer term onwards to ensure coverage.</i></p> <p><i>-Bounce Together implemented for pupil views, with outcomes monitored and support identified and put into place.</i></p> <p><i>-PINS project to be introduced in partnership with the parent carer forum to offer support for parents with children who have SEND needs.</i></p>
<p>To establish close liaison with outside agencies for pupils with on-going health needs.</p>	<p>Ensure the school is represented at key meetings</p> <p>Role of SENCO established even further to promote collaboration</p> <p>SENCO to attend half termly Network and DLP meetings</p> <p>Continued development of relationship with cluster schools</p>	<p>SENCO</p>	<p>Ongoing - Termly</p>	<ul style="list-style-type: none"> • Relationships with cluster schools established • Regular meetings set up between SENCO to support identified pupils and families 	<p><i>-Continue to be part of local continuum and DLP.</i></p> <p><i>-Range of agencies advising on provision and supporting pupils.</i></p>

**Aim 2:
Improve and maintain access to the physical environment**

Current Good Practice:

The environment is adapted to the needs of pupils as required. This includes:

- Ramp (to some areas of the school)
- Lift for wheelchair access in main corridor
- Corridor width
- Accessible parking bay
- Accessible toilets- hand rails
- Library shelves at wheelchair-accessible height
- Reflective strips on stairs
- Gates maned every morning and afternoon- Safeguarding

Objectives	Actions	Person Responsible	Date to be completed	Success Criteria	Review Comments
To continue to monitor the physical environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements (such as improved access, lighting, and colour schemes, and more accessible facilities and fittings).	Site Manager Occupational Therapist PDSS SENCO	Ongoing	Premises reviewed regularly by Site Manager and external agencies Fully compliant in all aspects of premises health and safety PEEP in place for Pupils/staff with additional needs Ensure work is in line with Disability guidance/laws All work supports the promotion of equality of all Risk assessments completed for pupils/staff with additional needs	<i>Door widening complete in every year group. Regular review of ramp/lifts LED lighting installed Care/changing facility in place New toilet facilities with sensor taps Action-to improve physical resources to support outdoors. Review of enhanced provision-physical environment.</i>

<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>To conduct parent meetings, liaise with external agencies, identify training needs and establish individual care plans where needed</p> <p>Staff training as and when needed</p> <p>Medical needs register maintained</p>	<p>School Nurse SENCO</p>	<p>Ongoing - Termly</p>	<p>Medical Needs Register is updated – reviewed termly or as and when new pupils arrive/highlighted as having a need</p> <p>Subsequent training needs have been identified and training has taken place</p> <p>Transition meetings take place for pupils moving to a new school/setting</p>	<p><i>Medical needs register reviewed and updated</i></p> <p><i>First aid policy and medical conditions policy updated</i></p> <p><i>Individual care plans in place</i></p> <p><i>Medical tracker implemented in school-robust system</i></p> <p><i>Training for staff for specific needs with care plans</i></p> <p><i>Annual training complete</i></p> <p><i>Defibulator in school</i></p>
<p>Evacuation chair to be purchased to ensure that all children with physical needs are able to be evacuated in case of emergency</p>	<p>Chair to be purchased</p> <p>Staff training</p>	<p>Site Manager SENCO</p>	<p>Summer 2025</p>	<p>Chair in place for safety of evacuating children with disabilities</p>	<p><i>Chair purchased</i></p> <p><i>Training for staff</i></p>
<p>Improve disabled access and facilities for medical needs in KS2 area</p>	<p>Consultation with ACIVICO/SENAR</p>	<p>Site Manager SENCO</p>	<p>Summer 2025</p>	<p>Medical changing facilities in KS2</p>	

Aim 3:**Improve the delivery of information to pupils with a disability**

Current Good Practice:

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Pictorial or symbolic representations
- Visual timetable

Dojo has the translate / font size tool included

Dual-language books purchased for the school library

AHT for T&L ensures all EAL children are assessed on entry and relevant adaptations made

Objectives	Actions	Person Responsible	Date to be completed	Success Criteria	Review Comments
To translate induction paperwork into the main languages represented in the school.	Translate all the main induction forms into the main languages represented in the school	Office Staff	Autumn 2022	Induction paperwork translated for families to access information	<i>Induction assessment established as part of induction mid-year Multi-language signs to be improved</i>
To ensure website is fully compliant with requirement for access by a person with a visual impairment	Website users can change size of text Website users can change background colour	ICT Technician	February 2022	Users of the website can access information using the translate and text tool	<i>iPad/ Chromebooks to support Specific visual support in place for pupils</i>

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To continue to ensure website is fully compliant with requirement for access by a person with a visual impairment	Website users can change size of text Website users can change background colour	ICT Technician	Ongoing for new information	Users of the website can access information using the translate and text tool	<i>iPad/ Chromebooks to support Specific visual support in place for pupils</i>
To ensure that SEN Information Plan is accessible for all parents.	Consultation with parents to co-produce document	SENCO	Autumn 2025	Parents will be able to understand SEN provision in school.	<i>Parents meeting held, copies of Send information plan shared with parents.</i>

