



# 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 April 2024**

## Our School Values



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

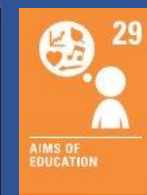
**Community:** We value everyone in our community and learn how to look after each other and our environment. We respect each other and work together.

**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:



## 1.0 AIMS OF THE ACCESSIBILITY PLAN:

This plan outlines how name of school aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

1.1 A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to-day activities.

1.2 This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.



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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.

1.3 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.

1.4 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.

1.5 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

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief



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- gender
- sexual orientation

## 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 THE MAIN PRIORITIES IN THE SCHOOL'S PLAN:

7.1 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.

7.2 Our plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENDCo has an overview of the needs of disabled pupils, and those with medical conditions
- There is appropriate deployment and training of staff
- Successful practice is shared within the school
- The school works with partner schools
- 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



#### 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
- 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 – Nessy

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"> <li>Additional needs identified as and when they occur-staffing adjusted accordingly</li> <li>Building work carried out when necessary</li> <li>Staff aware of pupils needs</li> <li>Pupils able to access the curriculum</li> </ul>	<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"> <li>Pupil needs reviewed cyclically as part of the Pupil Progress/ SEN cycles per term and needs identified and planned for termly</li> <li>Curriculum reviewed and changes planned if necessary</li> <li>Support is planned out focusing on need and enables participation of SEND pupils</li> <li>On-going monitoring of processes</li> </ul>	<p><i>-Ongoing monitoring by SLT as part of progress monitoring. AHT for T&amp;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&amp;L established with provision for SEND learners.</i></p> <p><i>-Enhanced provision established</i></p> <p><i>-SLT currently reviewing assessment system for SEND progress and target setting. Actions to be decided by Summer 2025.</i></p> <p><i>-Structure of English including Visual semantic approach.</i></p> <p><i>-Consideration being given to use of Clicker to support English for SEND/EAL pupils.</i></p>

To establish close liaison with parents/carers	<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>	SENCO	Ongoing - Termly	<ul style="list-style-type: none"> <li>• Systems of communication in place</li> <li>• Website, Twitter and Newsletters, Dojo is developed further to support communication with parents</li> <li>• Website contains statutory information</li> <li>• Parent involvement inclusion events mapped out</li> <li>• Events are reviewed and future events mapped out</li> </ul>	<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 being implemented for pupil views.</i></p>
To establish close liaison with outside agencies for pupils with on-going health needs.	<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>	SENCO	Ongoing - Termly	<ul style="list-style-type: none"> <li>• Relationships with cluster schools established</li> <li>• Regular meetings set up between SENCO to support</li> <li>• identified pupils and families</li> </ul>	<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.</i> <i>Regular review of ramp/lifts</i> <i>LED lighting installed</i> <i>Care/changing facility in place</i> <i>New toilet facilities with sensor taps</i> <i>Action-to improve physical resources to support outdoors.</i> <i>Review of enhanced provision-physical environment.</i>

To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent meetings, liaise with external agencies, identify training needs and establish individual care plans where needed  Staff training as and when needed  Medical needs register maintained	School Nurse SENCO	Ongoing - Termly	Medical Needs Register is updated – reviewed termly or as and when new pupils arrive/highlighted as having a need  Subsequent training needs have been identified and training has taken place  Transition meetings take place for pupils moving to a new school/setting	<i>Medical needs register reviewed and updated</i> <i>First aid policy and medical conditions policy updated</i> <i>Individual care plans in place</i> <i>Medical tracker implemented in school-robust system</i> <i>Training for staff for specific needs with care plans</i> <i>Annual training complete</i> <i>Defibulator in school</i>
Upgrade the fire bell system to ensure alarm system operates at the suggested decibel level with visual flashing lights	Compare quotes for bells only and bells with flashing lights  Discussion in SLT	Site Manager SENCO	Summer 2023	Visual lights for fire drills  Successful drills	<i>Fire bell system updated to ensure in the event of a fire all children are aware</i> <i>Staff training for all with additional fire marshals</i> <i>Practise drills and invacuation drills completed as per schedule</i>
Further things to consider for Accessible toilet	Access door to open outward  An emergency assistance alarm system  Supporting grab rails to be of a contrasting colour to aid the visually impaired  Toilet flush to be of a paddle type design for ease of use	Site Manager	Spring 2023	Accessible toilets for all pupils to access with ease	<i>PCR in stored with changing bed and hoist- 2023</i> <i>Safer handling training x4 staff</i> <i>CA/AA/RW/SK</i>

Accessible toilet audit and adjustments	<p>A raised height WC with extra projection for wheelchair transfers</p> <p>A basin with lever taps to assist users with limited dexterity and supporting grab rails</p>	Site Manager SENCO	Summer 2023	Fully accessible toilets for all pupils with sensory taps	<i>Accessible toilet in all school building-modernised with sensor taps installed</i>
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**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

SENCo completed EAL Coordinator training to assess and support pupils who have English as an Additional Language

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>

