

Elmhurst School

Accessibility Plan

Approved by:	Elmhurst School Local Governing Board
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1. Aims

The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality and to make reasonable adjustments for children, staff and visitors with a disability.

The Great Learners Trust is committed to promoting the elimination of harassment of disabled people, positive attitudes and encouraging the participation of disabled people in public life.

The trust's school sites present a number of difficulties for physical access as many of the building's pre-date current expectations for public buildings. Some areas of the sites remain a less than optimum location for children, staff and visitors requiring full accessibility assistance.

Nevertheless, substantial improvements can be considered, the aims of which can be summarised as:

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

Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Schools are required under the Equality Act 2010 to have an accessibility plan (as outlined at appendix 1) and each trust school will address these aims through their plan which will be made available online on the school website, paper copies being available upon request.

The trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust's complaints procedure covers the school accessibility plans. If you have any concerns relating to accessibility in a 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 and trusts on the Equality Act 2010](#)

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Physical or mental impairment can include sensory impairments such as those affecting sight or hearing.

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.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. 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. Monitoring arrangements

This accessibility policy will be reviewed annually by the board of trustees. The responsibility for the accessibility action plan lies with the local Governing Board and Head Teacher. It is a requirement that the school's accessibility action plan is resourced, implemented, and reviewed and revised as necessary.

4. Links with other policies

This policy is not a standalone document but should be considered alongside other school policies and documents, including:

- Risk assessment policy
- Health and safety policy
- Critical Incident and Emergency Plan
- SEND policy
- Special educational needs (SEN) information report
- Supporting children with medical conditions policy
- Equality information and objectives
- Complaints and resolutions policy

Appendix 1. Elmhurst School accessibility 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. Learning walks are completed by all leaders regularly.	Curriculum Lead Subject Leads SENDCo	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 Liaison with Specialist Teaching Service	Curriculum Lead SENDCo / Health & Safety Team	Annually As required	Needs are identified and resources are available for pupils as required

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	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.
	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 Liaison with previous settings where applicable.	SENDCo, class teachers, LSAs Subject Leads	Termly	Additional intervention and provision planned for; progress is made. Pupils are able to reflect on their own learning and next steps.
	The curriculum is reviewed to make sure it meets the needs of all pupils	Regular review of the curriculum includes all stakeholders. Ensure all children are able to access and retain learning from the wider curriculum. Staff keep up-to-date with current training around SEND.	Curriculum units are reviewed termly. Pupil Voice Planning analysis Learning walks Staff training in areas to meet the needs of the children in our school – this can be whole staff training or for specific adults working with specific children. Follow up training/support.	Curriculum Lead SENDCo / Subject Leads Class teachers/ LSAs	Termly As necessary.	Changes are made to ensure that the curriculum is diverse and demonstrates the school's aims and vision. All pupils will have their needs met Teachers and LSAs will be confident in their practice and adaptations made effectively

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Improve and maintain access to the physical environment	Explain your school's approach here. Example: The environment is adapted to the needs of pupils as required. This includes: • Ramps • Door width • Disabled parking area • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Additional lighting	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. Staff are trained in using visual impairment equipment.	Head teacher / Site Manager SENDCo, external specialists	As required	All pupils can access the learning for their year group. Pupils with visual impairments can access all of their learning within their classroom environment.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • IT programmes and devices	Pupils, parents, and other members of the school community can access and receive information.	Specialist agencies to be consulted with to ensure that the individual needs are met.	SENDCo, Head Teachers and site manager	As required	Needs are identified and resources made available when required.