

The Elms Primary School
Accessibility plan
2023- 2025



Written by: Tracey Smith

Date: November 2023

At The Elms Primary School, we truly believe in the potential of every child and we will do whatever it takes to ensure each child makes exceptional progress. We know that at times, many children find some aspect of school more challenging, whether that be academic, socially, emotionally or behaviourally. All staff at The Elms Primary School share a commitment to supporting any child with an additional or special need, be this a short term problem related to a very small part of the curriculum or school life, or more complex needs.

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference

Purpose of Plan

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how The Elms Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access plan.

Definition of Disability

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have a statement/Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make "reasonable adjustments" to their policies, procedures and practice to accommodate pupils with disability in school life.

The three key areas for the Access Plan are:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Contextual Information

The Elms Primary School has been in its current location since the 1970's. The school is made up of 4 buildings, A, B, C, D. Building A consists of a ground floor entrance way from the street leading to reception, this then follows through to the rest of the school made up of a collection of 3 other buildings. Building A has 3 classrooms, currently used for year 6, 2 of

which are up a flight of stairs. It also has a disabled toilet on the ground floor and 2 reception areas. Joined to this building is the dinner hall which has a ramp access. Building A has a covered walkway which then leads outside onto the next building, building B, has 3 classrooms currently used by Year 2 & 3 and a nurture base and break out space. There is a disabled toilet on the ground floor. The 4 rooms are spread over 2 floors. The 2 ground floor rooms are wheel chair accessible, the 2 top floor rooms are not. Building C, consists of 3 floors. On the lower ground floor there is a disabled toilet. On the ground floor accessible by a ramp from the outside there is a lift which gives access to the top floor. Here there is also a disabled toilet. Building C can also be accessed in 2 ways. There is ramp access to the ground floor leading from building A and there are 2 flights of stairs from the lower ground floor near the main playground. All classrooms in building C are fully accessible to wheelchair users. Building D is a single story building that currently is used by Pre school, Foundation and year 1. There are 3 classrooms which are all accessible by wheelchair. There is also a disabled toilet in one of the classrooms.

There are 3 different ways in which there is access to the school, all of which are via ramps or flat surfaces.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of Known Disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities, communication and interaction difficulties, physical disabilities and emotional difficulties.

We have a small number of pupils and parents who have visual, hearing and physical impairments.

Action plan 2023-25

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At The Elms Primary School we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within streamed or mixed ability, inclusive classes. Teachers at The Elms Primary School plan and deliver fun, engaging and interactive lessons. Planning is differentiated to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have

the regular and relevant training to enable them to teach and support pupils with a variety of disabilities.

It is a core value of the school that all children are enabled to participate fully in learning and demonstrate our core values of Responsibility, resilience, reflection, kindness and ambition in school and the wider community. All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
<p>Ensure the school curriculum is fully accessible to all pupils including those with a disability.</p>	<p>Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision.</p> <p>Set up a system of individual access plans for disabled pupils when required.</p> <p>Ensure all staff are aware of disabled children's curriculum access.</p> <p>Increase confidence of all staff in differentiating the curriculum through relevant CPD and specialist input</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning</p>	<p>Continual</p> <p>Ongoing adaptations as required.</p> <p>Ongoing and as required.</p> <p>Training programme to be devised annually.</p> <p>As needed</p>	<p>SENDCo/ Headteacher</p> <p>SENDCo</p>	<p>Disability and medical records are up to date for current school population and parents. Appropriate provision and adjustments are in place where necessary.</p> <p>All staff aware of individuals needs and plans as appropriate.</p> <p>Raised staff confidence in strategies for differentiation and increased pupil participation and progress.</p> <p>Lesson observations demonstrate improved skills in using a range of strategies to support children's needs.</p> <p>Wider use of SEN resources in classrooms</p>

Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.	Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.) Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes)	Termly	Senco All staff	Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.
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Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals. In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.	To create access plans for individual disabled pupils as part of the SEN Profile process when required Be aware of staff, governors and parents access needs and meet as appropriate.	Beginning of the academic year. Ongoing.	SENDCo/ Headteacher	All staff, parents, pupils and governors feel confident their needs are met at school. Parents have full access to all school activities. All pupils
To ensure that the physical and visual environment is engaging, informative and suitable for all	The school to consider the needs of pupils, staff and visitors with physical	Ongoing.		Visually impaired people feel safe and confident to access and negotiate the school grounds.

<p>To ensure when changes are made to the slope that a ramp is installed at the correct incline.</p>	<p>difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication</p> <p>Slope down to the playground outside building B was too steep. Steps have been built to stagger the slope. wheelchair access to the playground is now through the peace garden</p>	<p>Ongoing</p>	<p>SENDCo/ Site Manager</p> <p>Headteacher/ Site Manager</p>	<p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently PEEPS are in place for children with hearing, visual and physical disabilities</p>
<p>Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.</p>	<p>Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.</p>	<p>Beginning of the academic year.</p>	<p>Headteacher/ SENDCo/Site manager</p>	<p>Ensure safety of all children in the case of an emergency. PEEPs in place.</p>

Action 3: Improving access to information for disabled pupils/parents

As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The schools ICT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target / Aim	Actions	Time-scale	Responsibility	Success Criteria / Outcomes
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and clear, simplified English.	Ongoing	School Office/ all staff	All parents receive information in a form that they can access.
	Meetings with parents include a mixture of communication methods.	Ongoing	School Office	All parents receive the necessary support in completing forms and accessing information.
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Beginning of academic year	Headteacher/ Website manager	All parents understand what are the headlines of the school information
	Increase the variety of ways parents can access communication from school e.g. text messages, email, phone calls and paper copies are all available	Ongoing	Headteacher/ Website manager	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENDCo	Staff feel confident to produce their own information/ documents that follow these guidelines
Annual review information to be as accessible as possible	Develop child friendly Profile review formats	Autumn term	SENDCo	Staff are more aware of pupils preferred method of communications and use these in class

Plan agreed: November 2023

Plan Review: November 2-25

Lead member of staff: Tracey Smith

