



POLICY DOCUMENT

For use by all member schools

Accessibility Procedure

Elmstead Wood Primary School

Accessibility Plan

	Name	Date
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Elmstead Wood Primary School Accessibility Plan

At Elmstead Wood Primary School, we are committed to working together to provide an inspirational and exciting learning environment that will ignite the spark of learning for all children. Our core values endeavour to provide all members of the school community with a wide range of learning opportunities, whatever their ability or need. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Trustees of the Spring Partnership Trust are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period of time. 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) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Objectives

Elmstead Wood 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. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Elmstead Wood Primary School will anticipate the need to make reasonable adjustments to accommodate the needs of pupils, parents, staff and other visitors where practicable. These changes will be planned and implemented within a published timeframe.

The Accessibility Plan contains relevant and timely actions to: -

- Ensure full access to the curriculum for pupils with a physical disability and/ or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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.

The Elmstead Wood Primary School Accessibility Plan relates to the key aspects of the 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 and Trust policies, strategies and documents:

- Behaviour Management Policy
- Curriculum policies
- Equal Opportunities Policy
- Health & Safety Policy
- SEN and Disabilities Policy
- Teaching & Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Trustees. 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 ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Trustees 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 and may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by:

- The Executive Team
- The Head Teacher
- SENCO
- Members of the premises team

Elmstead Wood Primary School

Accessibility Plan

An access audit was carried out by Head Teacher and members of the premises team

Improving Physical Access					
	Action	Timescale	Cost	Responsibility	Priority
All parts of the school have wheelchair access.	<ul style="list-style-type: none">• None required	n/a	n/a	HT	
Access to car and pathways for all pupils, staff, parents and visitors	<ul style="list-style-type: none">• Disabled car parking spaces to be marked and access to school building by ramp ensured	Sept 2025	TBC	Site Manager	
Corridors	<ul style="list-style-type: none">• Monitor corridors to ensure that they are kept clear at all times	Ongoing	n/a	Staff SLT Site manager	High
Accessible toilet	<ul style="list-style-type: none">• None required	n/a	n/a	HT	
Stairwells	<ul style="list-style-type: none">• Ensure stairwells are clear for access to upper levels of the school• Lunchboxes should be stored away from the flights of stairs• Wellie boots should be stored appropriately• Furniture should be cleared	Ongoing	n/a	Staff HT Site manager	

	<ul style="list-style-type: none"> • Fire policy to ensure safe evacuation for wheelchair users or those with other mobility problems • Evacuation point clearly labelled at the top of the stairs 				
Ensure all pupils, staff and visitors can be safely evacuated including those that have a PEEP.	<ul style="list-style-type: none"> • Teachers and staff are aware of their responsibilities in relation to evacuation • Teachers and support staff to create a Personal Emergency Evacuation Plan, or PEEP, which is a bespoke "escape plan" for individuals who may have significant difficulties evacuating a building to a total place of safety without support or assistance from others. 	Review termly Review as needs change	Within budgets	Class teacher/staff/Head teacher Class teacher/staff/Head teacher	High
Auxiliary aids to support pupils with disabilities furniture/equipment are available	<ul style="list-style-type: none"> • Ensure that any modifications that may be needed to allow full participation in school life as appropriate 	Review termly	SEND/ICT budget	SENCO HT	Medium

and/or adapted as appropriate					
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Improving Curriculum Access					
Adaptive Teaching	<ul style="list-style-type: none"> • Staff should be aware of the needs of their pupils • Lesson should be adapted at the planning stage • Resources and apparatus should be provided and adapted to meet the needs of the pupils 	Ongoing	SEN budget	SLT SENCO Teachers TAs	Medium
Interventions	<ul style="list-style-type: none"> • SENCO to monitor interventions and their impact on learning • Adaptations and resources to support progress to be purchased if appropriate 	Termly	Cover to release staff / TA salaries	SENCO SLT Teachers TAs	Medium

<p>Classrooms are organised to promote the participation and independence of all pupils and staff. The curriculum is carefully planned to take into account all learning styles and needs, enabling every pupil to access the curriculum and make good progress.</p>	<ul style="list-style-type: none"> ● Furniture enables inclusion and independence ● Objects are stored, labelled, and easily available to all ● Visual timetables are used ● Teachers adapt learning to meet the needs of all children including their social, emotional and moral needs ● Teachers assess the needs of new members of their class prior to transition (working with colleagues, other professional bodies and the SENCO) 	<p>Ongoing</p>	<p>Funded through SEN budget</p>	<p>SLT SENCO Teachers PTP's</p>	<p>Medium</p>
<p>Use of provision maps to plan for the meeting of the needs of pupils</p>	<ul style="list-style-type: none"> ● SENCO to deliver training, monitor upkeep of plans and measure impact 	<p>Termly</p>	<p>N/A</p>	<p>SENCO Teachers</p>	<p>Medium</p>
<p>Staff supported in their understanding of SEND and disadvantaged pupils</p>	<ul style="list-style-type: none"> ● Provide information and updates about SEND ● Audit of staff CPD needs 	<p>Termly</p>	<p>N/A</p>	<p>SENCO</p>	<p>Medium</p>

SALT support for pupils with specific speech and language needs	<ul style="list-style-type: none"> • Children are supported in developing speech and language • Assessment by SALT 1:1 and group therapy • SALT interventions with TAs/TAWNCs 	Weekly SALT sessions SaLT with TA as timetables	Funded through SEN budget	SENCO	Medium
Pupils with a disability are able to have fair access to national tests	<ul style="list-style-type: none"> • Access arrangement to be applied for before the deadline. 	Annually	No cost	SENCO Teachers	Medium
Pupils with a disability have fair access to school educational visits including school journeys in Year 5 and Year 6	<ul style="list-style-type: none"> • Staff planning trips to include provision for pupils with disability. 	Ongoing	Within budgets	Teachers/Staff SLT SENCO	Medium

Accessibility of information – communicating with children and adults

Spoken information	<ul style="list-style-type: none"> • Staff are aware of the needs of the hearing impaired. • Appropriate support is provided in class and for parents when communicating • SoundField system is reviewed annually and moved if necessary • Visual prompts and signs 	As required		SENCO Head	Medium
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	<ul style="list-style-type: none"> • Directional information within the school building is clear and well laid out • BSL translators are invited to meetings 				
Written information	<ul style="list-style-type: none"> • The school will make itself aware of the services for converting written information into alternative formats • Resources for dyslexic pupils will be provided – e.g. coloured overlays; tilted writing surfaces • Using ParentPay and Marvellous Me to communicate with parents • Use of Lucid Rapid dyslexia screen and IDL literacy and numeracy 	Ongoing	<ul style="list-style-type: none"> • ParentPay part of Trust SLA • Dyslexia/Dyscalculia materials funded through SEN budget 	SENCO Admin Officer	Medium
Parents with EAL	Using interpreters	ongoing	PPG budget	HT	High

Accessibility for pupils with medical needs

<p>Pupils will have medical needs beyond those usually expected in school</p>	<ul style="list-style-type: none"> ● Pupil's needs are identified through health care plans and/or Provision map ● Liaise with parents and carers, health care professionals ● Undertake training led by health care professionals as required ● Teaching and learning is adapted to allow access to activities, resources and learning ● Medicines are stored and administered safely in line with school policy ● Paediatric First Aiders are aware of the signs and symptoms of illness and what to do to maintain health and safety ● There are clear protocols relating to administering medicines, treatment and what to do in the case of emergencies 	<p>When required</p>	<p>Dependent on case by case basis</p>	<p>Lead First Aider SENCO SLT</p>	<p>High</p>
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<p>Possibility that children will be absent from school if illness is prolonged</p>	<ul style="list-style-type: none"> ● Continued development and implementation of online curriculum using Google Classrooms enabling pupils to access school curriculum remotely ● Teachers liaise with parents/ school nurses or other interested professionals to develop home learning opportunities ● Liaise with hospital tutors if appropriate 	<p>When required</p>	<p>Costs as part of Trust IT area for development</p>	<p>COO SLT Teachers</p>	<p>Medium</p>
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