



**Nurturing to Learn**

**ACCESSIBILITY POLICY AND PLAN**

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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

## Mission Statement

*At Elms School, we have high expectations of all pupils and aim to support them with their social and emotional development as well as their learning needs. We want them to enjoy learning, thrive and become happy, productive members of an evolving British society.*

*Our broad and balanced curriculum is relevant, engaging and provides opportunities to achieve academic success as well as equipping them with skills for life. Our highly-trained staff provide bespoke therapeutic interventions, such as Thrive, to target developmental gaps and enable pupils to manage their behaviour and regulate their emotions so that they can form meaningful relationships throughout their lives. We also use Restorative Approaches to build and maintain a sense of community and to provide our pupils with the ability and attitude to respect the viewpoints of others and, when necessary, take responsibility for resolving conflict and putting things right.*

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

The School is a member of the KsENT co-operative trust and works closely with partner schools and the Local Authority to ensure equality in all our policies and procedures.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

## 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 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.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date for completion	Success Criteria
<p><b>All pupils at Elms have additional needs as identified in their EHC Plan. We aim to meet the needs of every individual.</b></p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>All teachers provide bespoke learning resources to support all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Interventions: English and Maths for pupils who need more help accessing the curriculum</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>The Humanities Diversity Week and Black History promotes raises awareness around and celebrates differences in people</p> <p>The schools PSHE curriculum promotes understanding of disability</p> <p>The school's career programme supports inclusivity</p> <p>Curriculum progress is tracked for all pupils and judged in accordance with the KsENT algorithm, which takes into account the prior attainment of our pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs, using the KsENT algorithm.</p> <p>The curriculum has been reviewed to ensure the knowledge engaged model meets the needs of all pupils by building their knowledge and skills sequentially across the three schools</p>	<p>Short-term objectives: pupils access learning within all lessons. Their individual needs are met through differentiated tasks, support and resources.</p> <p>Medium-term objectives: pupils make good progress term on term and achieve their challenging targets.</p> <p>Long-term objectives: Pupils leave at the end of Y11 and are well equipped to manage emotionally and academically. They are able to access their preferred futures.</p>	<p>The curriculum was thoroughly reviewed in 2020 and needs to become embedded.</p> <p>It will be constantly reviewed by the faculty teams, who meet regularly to oversee their subject(s) and budget</p>	<p>Head of Education, faculty leads</p>	<p>annually</p>	<p>Pupils attend lessons and engage in learning. They make good progress and can access their preferred futures.</p>
<p><b>Improve and maintain access to the</b></p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p>	<p>All pupils and staff can access the building.</p>	<p>Completion of building and fire works</p>	<p>Head of Business and Premises</p>	<p>Summer 2021</p>	<p>Stakeholders are able to access the building,</p>

<p><b>physical environment</b></p>	<p>Corridors are wide enough for a wheelchair if needed. The décor has been selected to ensure the appropriate contrast for visually impaired.</p> <p>Disabled parking bays in the car park.</p> <p>Disabled toilets and changing facilities</p> <p>The building is undergoing significant refurbishments to make it fire compliant and safe, all works comply with the DDA act</p> <p>External doors require a fob to open them, which enables us to keep pupils inside and supervised.</p> <p>Pupils with sensory needs are provided with ear defenders if required.</p> <p>Staff complete a risk assessment for their classroom /area of work</p> <p>PEEPs (personal Emergency Evacuation Plans) are completed for pupils, (staff and governors) as necessary. This will detail how they will exit the building in an emergency and who will assist them.</p> <p>Individual Risk Assessments to be completed for short term issues e.g. broken leg</p>	<p>Everyone can exit the building in an emergency</p> <p>Short term support can be put in place</p>	<p>Head of Business &amp; Premises to be informed of any new starter requiring this</p> <p>Risk Assessments to be completed</p>	<p>Head of Business and Premises</p> <p>Teacher / Pupil support team to accompany pupil to Head of Business &amp; Premises.</p> <p>(Staff to see Head of Business &amp; Premises for their own risk assessment)</p>	<p>As and when required</p> <p>As and when required</p>	<p>regardless of any disability.</p>
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources as required</li> <li>• Pictorial or symbolic representations</li> <li>• A highly differentiated curriculum. Many of our pupils are dyslexic and require alternative means of recording their own responses.</li> <li>• The use of precision teaching as an intervention to support pupils' with dyslexia</li> <li>• The worksheets printed on coloured paper-green/yellow</li> <li>• PowerPoint backgrounds turned yellow or green to support pupils with dyslexia</li> </ul> <p>The use of overlays for pupils with Irlen Syndrome.</p>	<p>All pupils make good progress</p>	<p>Monitoring of classroom environments, including the corridors, monitoring of lessons</p>	<p>Headteacher/Head of Education</p>	<p>Ongoing monitoring</p>	<p>All pupils reach their targets and make good progress.</p>

## Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

## Links with other policies

This accessibility plan is linked to the following policies and documents:

- 📄 Health and safety policy
- 📄 Equality information and objectives (public sector equality duty) statement for publication policy on website, plan expired 2020– I will look at 2021-2024 and send it to you for review shortly
- 📄 Special Educational Needs (SEN) information report We have an SEN statement and policy on our website under about us
- 📄 Supporting Pupils with Medical Conditions Policy