



ELMS FARM PRIMARY SCHOOL ACCESSIBILITY PLAN

IT WAS DEVELOPED in September 2019 through a process with Services for Education.

IT WAS APPROVED by the governing body in 2019.

REVIEW: Annually

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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account 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 take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.



ELMS FARM PRIMARY SCHOOL ACCESSIBILITY PLAN

2.0 LEGISLATIVE COMPLIANCE

2.1 THE DISABILITY DISCRIMINATION ACT (1995):

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

2.2 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.’

2.3 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
- sex
- sexual orientation



ELMS FARM PRIMARY SCHOOL ACCESSIBILITY PLAN

3.0 THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN: VISION AND VALUES:

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.

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.

Elms Farm Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

4.0 THE MAIN PRIORITIES IN THE SCHOOL'S PLAN:

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.

4.1 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

5.0 THE ACCESSIBILITY AUDIT

The governing board will undertake an annual Accessibility Audit.

5.2 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.

5.3 When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:



ELMS FARM PRIMARY SCHOOL ACCESSIBILITY PLAN

- 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

5.4 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

5.5 All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents.

5.6 The actions that will be undertaken are detailed in the following sections of this document.

Plan written & approved	Review 1	Review 2	Review 3
Sep 2019	Sep 2020	Sep 2021	



Elms Farm Primary School Accessibility Action Plan

Action plan 2019-2022

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

Overview of Aims:

1. Increase access to the curriculum for pupils with a disability
2. Improve and maintain access to the physical environment
3. 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
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	<p>Additional needs identified as and when they occur Staffing adjusted accordingly</p> <p>Building work carried out when necessary</p> <p>Staff aware of pupils needs</p> <p>Pupils able to access the curriculum</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	<p>Pupil needs reviewed cyclically as part of the Pupil Progress/ SEN cycles per term and needs identified and planned for termly</p> <p>Curriculum reviewed and changes planned if necessary</p> <p>Support is planned out focusing on need and enables participation of SEND pupils</p> <p>On-going monitoring of processes</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	<p>Systems of communication in place</p> <p>Website, Twitter and Newsletters, Dojo is developed further to support communication with parents</p> <p>Website contains statutory information</p> <p>Parent involvement inclusion events mapped out</p> <p>Events are reviewed and future events mapped out</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	<p>Relationships with cluster schools established</p> <p>Regular meetings set up between SENCO to support identified pupils and families</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
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
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

Upgrade the fire bell system to ensure alarm system operates at the suggested decibel level with visual flashing lights (Hearing loss children)	Compare quotes for bells only and bells with flashing lights Discussion in SLT	Site Manager SENCO	Summer 2022	Fire bell system updated to ensure in the event of a fire all children are aware
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		Spring 2022	
Accessible toilet audit and adjustments	A raised height WC with extra projection for wheelchair transfers A basin with lever taps to assist users with limited dexterity and supporting grab rails	Site Manager SENCO	Summer 2020	Accessible toilet in all school building

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
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
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



Ambition - Community - Equality



ELMS FARM PRIMARY SCHOOL ACCESSIBILITY PLAN