


## **Accessibility Plan: September 2021 - September 2022**

*This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.*

*School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Elmhurst Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period.
4. The Accessibility Plan will contain relevant actions to:
  - 🏠 Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - 🎬 Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do

this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

 Improve and make reasonable adjustments to 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 time frame.

Physical Environment

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
To improve access to the first floor in the new building	New Theatre build will have a lift to first floor	First floor is accessible by lift	H/T to liaise with builders and architects	In line with building work	
To ensure there are toilets on each building which are accessible	All new buildings and floors to have wheel chair accessible toilets.	Toilets accessible to all stakeholders and visitors	HT	In line with building work	
	Ramps to be installed where steps exist at entrances.	Building fully accessible.	<b>HT</b>	In line with building work	

To ensure that all entrances to the building are accessible					
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### Curriculum

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
To improve the use of visual support for all pupils including those with ASD	<p>Use of visual timetables</p> <p>Use of visual supports for whole class teaching</p> <p>Training on visual supports for all staff</p> <p>Use of speech and language therapist and LCIS teachers to support identified children</p>	<p>Whole school awareness of visual supports.</p> <p>Visuals being used across the whole school.</p>	<p>Jane Nash (SENCO)</p> <p>Liz Turner and Rosie Gillet – Inclusion Team</p> <p>To liaise with teachers and sensory team.</p>	ongoing	

<p>To support children with SEN in the playground and in PE</p>	<p>Sports coach to run SEN movement groups</p> <p>Specialist resources to be purchased</p> <p>Teachers to liaise with specialists about individual childrens physio plans</p>	<p>All children access PE and playground with supervision.</p>	<p>Jane to liaise with Mr Ben (sports coach) and complex needs team.</p>	<p>ongoing</p>	
<p>Appropriate use of specialised equipment and strategies to benefit individual pupils and staff</p>	<p>Advice to be given by specialists where needed for all staff.</p> <p>Specialist equipment to be purchased when needed.</p> <p>Soft play room to provide access for children with SEND and physical needs</p>	<p>All pupils are included and have their needs met in lessons.</p>	<p>Jane, class teachers and Mr Ben</p>		

<p>All children to have learning planned for in and outside of the classroom using appropriate learning detailed as well as strategies and targets.</p>	<p>Advice given by specialists where needed and supported by SEND team</p> <p>Children with ASD should have learning and SCERTs planning which is shared with support staff and SLT</p>	<p>All pupils included and have their needs met and make progress in their learning.</p>			
<p>Training for staff of increasing access to the curriculum for pupils with SEND</p>	<p>Regular training according to needs</p>	<p>Staff are trained and can provide an appropriate curriculum.</p>	<p>JN to liaise with complex needs team and teachers</p> <p>JN and SEND team to identify training needs and arrange appropriate training</p>		

Access to Written Information

Targets	Strategies	Outcome	Responsibility	Time Frame	Evaluation
Make material available in alternative formats when specifically requested	Lap tops given where advised Large print SATs papers and tests Large print books	Alternative formats available where needed.	JN	ongoing	
Review documentation with a view to ensuring accessibility for pupils with visual impairment	All materials and texts reviewed according to sensory team advice. Large print available to pupils where advised.	Children with visual impairment can access all documentation.	JN	ongoing	