

Accessibility Plan: September 2023 - September 2024

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.

Improving Physical Environment

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
Improved access to resources and spaces for children with SEND	New building with indoor and outdoor provision which includes sensory and soft play rooms, therapy rooms and classrooms with cooking facilities and access to outdoor play areas.	Improved accessible facilities for children with SEND. Greater opportunities for team working.	CEO, Site supervisor, head teacher, SEND team.	End of October 2023.	
To ensure there are toilets on each building which are accessible	All new buildings and floors have wheelchair accessible toilets. Maintain wheelchair accessible toilets with clinical waste bins	Toilets accessible to all stakeholders and visitors	Head teacher, site supervisor	In line with building work	

To ensure that all entrances to the building are accessible	Ramps to be installed where steps exist at entrances.	Building fully accessible.	CEO, Site supervisor, head teacher	In line with building work	
Access into and around school and reception to be fully compliant	Wide doors and corridors Clear route through school	School will be fully accessible for wheelchair users	CEO, Site supervisor, head teache	In place and ongoing	
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	People with disabilities can move unhindered along exterior pathways	CEO, Site supervisor, head teache	In place and ongoing	

Improving Participation in the Curriculum

Target	Strategies	Outcome	Responsibility	Time Frame	Evaluation
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<p>To improve the use of transactional s support for all pupils including those with ASD</p>	<p>Use of visual timetables Use of visual supports for whole class teaching Training on visual supports for all staff Training on Signalong where needed. Use of speech and language therapist and LCIS teachers to support identified children</p>	<p>Whole school awareness of visual supports. Visuals being used across the whole school.</p>	<p>Inclusion Team To liaise with teachers and sensory team.</p>	<p>ongoing</p>	
<p>Training for staff on increasing access to the curriculum for all pupils</p>	<p>Epipen training Intimate care policy and trained staff Training from SALT, Social Communication Team, Language Communication and Interaction Service Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, tube feeding, Team Teach- positive handling training..</p>	<p>Increased access to the curriculum Needs of all learners met Maintain records of staff trained</p>	<p>In place and ongoing: Epipen Training online Regular visits from outside professionals</p>		

<p>Effective communication and engagement with parents</p>	<p>Termly meetings with parents/carers – Termly consultations / Annual Reviews</p> <p>Stay and play (nursery) Curriculum workshops on a range of subject areas, including phonics, maths</p> <p>Trainee mental health practitioner parent support meetings and interventions</p>	<p>Parents/carers fully informed about progress & engage with their child's learning</p>	<p>SEND team Post holders Year heads Trainee mental health practitioner</p>	<p>In place and ongoing</p>	
<p>To support children with SEN in the playground and in PE</p>	<p>SEN movement groups sensory circuits daily for KS1 children with SEND in the Boleyn Hall. Specialist resources to be purchased Teachers to liaise with specialists about individual children's physio plans</p>	<p>All children access to PE and the playground with supervision.</p>	<p>Inclusion Team, support staff and external professional advice eg OT, LCIS.</p>	<p>Ongoing</p>	

<p>Appropriate use of specialised resources and strategies to benefit individual pupils and staff</p>	<p>Advice to be given by specialists where needed for all staff. Specialist resources to be purchased when needed. Soft play room to provide access for children with SEND and physical needs</p> <p>Strategic deployment of support staff/SEND teacher Use of ICT, Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Google Translate resources for pupils with EAL and Widget software for visuals. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)</p>	<p>Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker</p>	<p>Jane, class teachers and Mr Ben</p>	<p>In place and ongoing</p>	
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<p>Improve educational experiences for visually impaired pupils</p>	<p>Consult Sensory Support team - specialist teachers for the visually impaired. Use of magnifiers/Braille keyboard/Google Meet on ipad to cast teachers' resources, enlarged reading materials, etc. as required based on identified needs Touch typing lessons for pupils Specialist ipads</p>	<p>Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.</p>	<p>In place when required - regular visits from sensory support team.</p>		
<p>Improve educational experiences for hearing impaired pupils</p>	<p>Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team as required</p>	<p>Staff know how to operate/maintain hearing technology and learning experiences of pupils are enhanced.</p>	<p>In place when required - regular visits from sensory support team</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 Children with Autism 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 JN and SEND team to identify training needs and arrange appropriate training</p>		
<p>All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements</p>	<p>Increased access to the extra-curricular activities for all pupils with SEND including week long residential and overseas visits.</p>	<p>Ongoing</p>		

Improving the Delivery of Written Information

Targets	Strategies	Outcome	Responsibility	Time Frame	Evaluation
Make material available in alternative formats when specifically requested	<p>Laptops given where advised</p> <p>Large print SATs papers and tests</p> <p>Large print books</p> <p>Termly SEND newsletter emailed to parent/carers</p> <p>Improve availability of information for parents – display appropriate leaflets for parents to collect</p> <p>Key content published on school website and by Parent Mail</p> <p>Provided translated documents where appropriate if required.</p>	Alternative formats available where needed.	Inclusion team and visual impairment service where appropriate.	ongoing	
Review documentation with a view to ensuring accessibility for pupils with	<p>All materials and texts reviewed according to sensory team advice.</p> <p>Large print available to pupils where advised.</p>	Children with visual impairment can access all documentation.	Inclusion team and visual impairment service where appropriate.	ongoing	

visual impairment					
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