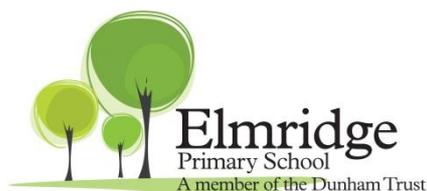


ELMRIDGE PRIMARY SCHOOL



Learning through success

ACCESSIBILITY PLAN

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
24/5/18	1.1	Transferred across from previous format and updated	Mark Edmundson

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

“We aim to ensure that, for everyone involved, excellence and equity become and remain a reality”

“They come this way only once so we should litter their pathways with quality experiences”

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for ‘Improvement’ are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

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1. 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.

Elmridge Primary School's mission statement is, "They come this way only once so let us litter their pathways with quality experiences."

The school works tirelessly to ensure that these experiences are available to every pupil.

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.

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

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

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with Elmridge Primary School's funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Elmridge school offers a curriculum that can be differentiated for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Medium term- Develop the awareness of staff to improve provision for pupils with hearing impairments.</p> <p>Medium term- improve the knowledge of sign language of members of staff and pupils.</p> <p>Medium/long term- Increase the representation of sign language into the wider</p>	<p>SENDCO to attend a course on supporting pupils with hearing impairments</p> <p>SENDCO to deliver a staff meeting on supporting pupils with hearing impairments</p> <p>School nurse to advise SENDCO and staff on measures that can be taken to support pupils with hearing impairments</p> <p>Staff to receive sign language tuition</p> <p>Opportunities for pupils to learn sign language to be incorporated into the curriculum of</p>	<p>Head of School</p> <p>SENDCO</p> <p>SENDCO</p> <p>SLT</p> <p>Music co-ordinator</p>	<p>December 2018</p> <p>December 2018</p>	<p>Teachers are provided with a range of measures that they can take in order to support pupils with hearing impairments</p> <p>Staff able to use sign language to communicate with pupils who use it regularly</p> <p>Develop the school community's awareness of sign</p>

		curriculum	different subjects eg music			language and ability to use sign language
Improve and maintain access to the physical environment	<p><i>Elmridge Primary School's environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Stair lifts</i> • <i>wide corridor width</i> • <i>Disabled parking bay</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>All- weather track around field</i> 	Medium term-Ensure that more play apparatus and equipment on the premises can be accessed by all pupils	Install play equipment into the playground that can be accessed by pupil with physical disabilities including those in a wheelchair eg a ball shooter at a lower level.	Head of School and site manager	December 2018	All pupils can access more of the playground equipment available more effectively.
Improve the delivery of information to	<i>Elmridge Primary School uses a range of communication methods to ensure information is</i>	Medium/long term- Make it easier for	Review the guidance for creating a dyslexia friendly environment in	SENDCO Head of	December 2018	Dyslexic pupils and SEN pupils can access information more

<p>pupils with a disability</p>	<p><i>accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> • <i>Use of blue and green pens for writing on whiteboards</i> 	<p>dyslexic pupils to access information in the school environment in.</p>	<p>the Dyslexia Mark-ensure that all recommended practice is established within the school environment eg visual timetable</p>	<p>School</p>		<p>effectively within the school environment.</p>
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4. Monitoring arrangements

This document will be reviewed every **12** months, but may be reviewed and updated more frequently if necessary.

It was approved by the Local Governing Body in July 2018.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Approval by The Local Governing Body

Signed: _____

Date: _____

Review date: _____

This policy, signed by the Chair of Governors, is held centrally on the One Drive.

End of policy statement

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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