



**Elmridge
Primary School**

BRIGHT FUTURES EDUCATIONAL TRUST

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
1.6.20	1.2	Review for Resources committee	Mark Edmundson
20.1.22	1.3	Update of targets and removal of references to the Dunham Trust	Mark Edmundson

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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.

The school's mission statement is the following:

"Elmridge strives to ensure that all its pupils meet their full academic, social, emotional and physical potential through building solid foundations during this first chapter of their lifelong learning journey.

Our goal is to develop confident, understanding, global citizens with a love of learning and respect for each other and the world around them."

The school works tirelessly to ensure that every child has the opportunity to develop these skills and attributes

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 curriculum</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 different subjects eg music</p>	<p>Head of School</p> <p>SENDCO</p> <p>SENDCO</p> <p>SLT</p> <p>Music co-ordinator</p>	<p>July 2023</p> <p>July 2023</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 language and ability to use sign language</p>

<p>Improve and maintain access to the physical environment</p>	<p>Elmridge Primary School's environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Stair lifts • wide corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • All- weather track around field with all-weather ramp to access track. 	<p>Medium term-Ensure that more play apparatus and equipment on the premises can be accessed by all pupils</p>	<p>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.</p>	<p>Head of School and site manager</p>	<p>July 2023</p>	<p>All pupils can access more of the playground equipment available more effectively.</p>
<p>2C Ensure that Elmridge meets the needs of International New Arrival Children</p>	<ul style="list-style-type: none"> • The school has an established routine for settling in all new pupils • The school embraces the global curriculum and has numerous links with schools abroad • The school has well-established systems of pastoral support eg drop-in counselling sessions, nurture groups and social action groups 	<p>Provide the staff with country specific guidance where there are a number of new arrivals from the same country.(short term)</p> <p>Ensure that the school staff has regular training on supporting International New Arrivals (medium term)</p> <p>Establish links with another school which has regular new arrivals to assess practice and look at possible improvements</p>	<p>Provide the staff with information to enable them to support the new arrivals from Hong Kong.</p> <p>Make contact with another school in the trust who has an International Arrivals specialist.</p> <p>Review and improve the school's approach to supporting international arrivals</p>	<p>Head of School and Deputy Head Teacher</p>	<p>December 2021</p> <p>April 2022</p> <p>Ongoing from January 2022</p>	<p>International new arrivals settle into school quickly and feel supported in their new environment.</p> <p>International new arrivals flourish both academically and socially.</p>

4. 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The Year 5 and 6 classrooms are on the first floor of the building	Year groups can be moved downstairs to accommodate disabled pupils who would find the stairs challenging to negotiate	Head of School	Ongoing
Corridor access	The corridors are wide with no obstacles	NA	NA	
Lifts	There are two lifts which support wheelchair users	The lifts are serviced regularly and are kept in good working order.	Head of School and the site manager	Ongoing

Parking bays	There is a disabled parking bay in the school car park	Parents who are disabled or have injuries or illness can use the school car park on a temporary or permanent basis at drop off and pick-up times	Head of School and office team to arrange	Ongoing
Entrances	All entrances to school and fire exits are wheelchair friendly	NA		
Ramps	There are a number of ramps around school that enable pupils to access all areas of school premises including the all-weather running track.	NA		
Toilets	Disabled toilets are available in school for adults and pupils on both levels	NA		
Reception area	This is wide with double doors for easy access. The office window is at a level that can be accessed by wheelchair users	NA		
Emergency escape routes	There are well-established emergency escape routes in school. All of these are wheelchair friendly.	The fire assembly point from Year 1 is close to the front car park. There is a ramp across the grass created by matting. It would be beneficial to change this to a tarmac path or flagged path.	Head of school and site manager	July 2022