



Elmhurst Junior School

# **Accessibility Plan 2023-2025**

## **Elmhurst Junior School Accessibility Plan: 2023 - 25**

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## **1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Elmhurst Junior School the Plan will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Elmhurst Junior School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Elmhurst Junior School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Elmhurst Junior School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

## 3

4) The Elmhurst Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

5) The Elmhurst Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Development Plan
- Special Educational Needs & Disability Policy (SEND)

8) It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the governor monitoring and wider health and safety audits of the school.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: Chair of Governors Hazel Callaghan

Date: September 2023

## 2. Aims and Objectives

### Our Aims are:

- o Increase access to the curriculum for pupils with a disability,
- o Improve and maintain access to the physical environment
- o Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

## 3. Current good practice

### Information from pupil data and school audit

The school currently has an average of 34 pupils on the SEND register. Special Educational Needs of the pupils fall broadly into four categories: Cognition and Learning, Communication and Interaction, Social, Emotional and Wellbeing and Sensory and/or physical.

The school has physical access to the main entrance by ramp and there are disabled toilet facilities available and accessible. The interior of the building is not fully accessible due to a number of areas around the school accessed via steps. However, in many circumstances this has been overcome through the provision of a moveable ramp. The central staircase in the school remains inaccessible to those in a wheelchair or with significant mobility issues.

Pathways of travel around the school site and parking arrangements are safe. Parking on site is not allowed, unless disabled. School gates are closed during the school day to prevent vehicles entering the site. All play areas are fenced off from the car park by a locked gate.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the top playground/ tennis courts. We will review the provision of a visual alarm should the need arise. Children with hearing impairments and other additional needs have up to date Personal Emergency Evacuation Plans (PEEPS) which are shared with all staff who work with those pupils.

Space for quiet work, small group work and 1:1 SEND provision is available throughout the school. Assessment arrangements are adapted to suit the needs of each pupil especially those with SEND needs.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class sharing assemblies.

School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

Teachers and learning support assistants (LSA's) attend SEND courses as appropriate to support specific needs. Teachers work closely with LSA's to address pupils' physical and educational needs and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, have specialist equipment or information is written down for them.

We work in close consultation with the EAllink team in order to ensure that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum.

We have a clear policy on the administration of medicines, with staff trained to administer Epi-pens and medicines linked to diabetes. There is a register of children with medical needs. Information regarding specific medical needs or allergies are shared with relevant staff who are working with these children. A GDPR safe copy of these registers are kept in locked cupboards so supply teachers can be made aware of the needs of the pupils they are teaching. Information relating to these children is also passed on to lunch-time supervisors.

Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips. PE bags with inhalers are taken onto the playground both at break and lunchtime.

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## **4. Access Audit**

The school is a three storey Victorian building with later additions of classrooms to either side of the main building. It has a covered veranda which runs outside of most classrooms and several access points from outside. As it is an old building there are many stairways and steps. The school has disabled access to the front of the building by way of a ramp which allows access to reception, the ELSA room, library, medical room and the rear veranda. There is also gated access to the side of the building which allows access to the hall and disabled toilet. The school has a moveable ramp which allows access to classrooms with a single step, which accounts for all classes except one.

The school site is a car free zone, but there is a dedicated disabled parking bay near to the main door. If appropriate, there are other car parking spaces on the main site. The

main school entrance is ramped and has wide automatic doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available, one to the rear of the main hall, and one on the lower ground floor. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

### **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority



## 6. Action Plan

### Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with KS1 providers to review potential intake for Sept	To identify pupils who may need additional to or different from provision for Sept 22 Intake	By June 24/25	SENDCO Lower school lead	Procedures/equipment/ ideas set in place by Sept 2024/25 if required.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT/SENDCO/ ELT / teachers All EJS staff	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents and external health professionals	To ensure collaboration and sharing between school, health teams and families.	Ongoing	HT/ SENDCO All Teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout	HT/ SENDCO LSA's Outside agencies	Clear collaborative working approach staff receive relevant training in relation to medical procedures and conditions

<p>To ensure full access to the curriculum for all children.</p>	<ul style="list-style-type: none"> <li>● CPD for staff relating to;A differentiated curriculum with alternatives offered.</li> <li>● B Squared assessment to assist in monitoring progress and identifying next steps in lesson planning/ intervention targets</li> <li>● A range of support staff including trained teaching assistants</li> <li>● Use of interactive ICT equipment</li> <li>● Specific equipment sourced from occupational therapy</li> </ul>	<p>Ongoing</p>	<p>HT/ SENDCO/ Teachers/ LSA's</p> <p>Ed Psych</p> <p>LEA Support Services</p>	<p>Advice taken and strategies evident in classroom practice.</p> <p>Children with specific learning or physical needs have their needs assessed by the correct professional to ensure they are supported and accessing the curriculum.</p>
<p>To finely review attainment of all SEND pupils.</p>	<p>This is carried out through SLT/SENCO/Class teacher meetings/ Pupil progress meetings Scrutiny of assessment system Regular liaison with parents Where required individual plans are written up to support pupils' successful outcomes.</p>	<p>Termly</p>	<p>Class teachers</p> <p>SENCO</p> <p>SLT</p>	<p>Progress made towards targets</p> <p>Provision mapping shows clear steps and progress made</p>

<p>To monitor attainment of high attaining pupils</p>	<p>Monitor the provision of higher attaining pupils to ensure there is challenge and provision for greater depth learning</p> <p>Identify suitable learning opportunities both inside and outside of school.</p>	<p>Ongoing Annually</p>	<p>Class teachers</p>	<p>High attaining pupils making proportionate progress.</p> <p>Achieving above average mastery results</p>
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<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <p>Wheelchair access, hearing loops, adapted furniture/ resources where and when a need is identified.</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multi sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
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To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Link Governors	Governors fully informed about SEN provision and progress
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**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school 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 and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.

<p>Ensuring all with a disability are able to be involved.</p>	<ul style="list-style-type: none"> <li>· Create access plans for individual disabled children as part of their support plan/ individual health care plan/ EHCP</li> <li>· Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>· Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</li> </ul>	<p>When required</p>	<p>Teaching and non-teaching staff</p>	<p>Enabling needs to be met where possible.</p>
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<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>	<p>With immediate effect to be constantly reviewed</p>	<p>Head Teacher/ SENDCO Related health care professionals</p>	<p>Pupils are able to access the full range and variety of learning experiences through an adapted curriculum and provision of resources.</p>
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<p>Ensuring disabled parents have every opportunity to be involved</p>	<ul style="list-style-type: none"> <li>· Utilise disabled parking spaces on school site or within car park for disabled to drop off &amp; collect children</li> <li>· Arrange interpreters from the RNID to communicate with deaf parents</li> <li>· offer a telephone call to explain letters home for some parents who need this</li> </ul>	<p>With immediate effect to be constantly reviewed</p>	<p>Whole school team</p> <p>With immediate effect to be constantly reviewed</p>	<p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education</p>
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