



Accessibility Plan

Introduction

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 gender, race, disability, beliefs or sexual orientation.

Definition of Disability

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.

Examples of impairments include:

- Physical impairment such as Mobility and Co-ordination Difficulties
- Sensory impairment such as Hearing Impairment, Vision Impairment
- Learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia
- Mental health conditions such as Depression, Anxiety, ADHD, ASD and Tourettes Syndrome
- Genetic and progressive conditions such as muscular dystrophy
- Medical impairments such as Asthma, Diabetes, Hypoglycaemia and Epilepsy

Principles

Compliance with the Equality Act 2010 is consistent with the schools SEND Policy.

Elstow School recognises that under the Equality Act 2010 there is a duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at substantial disadvantage

At Elstow School we believe that there should be opportunity for every child to be the best they can. This will be achieved through all children having access to high-quality teaching, a strong knowledge based curriculum and the constant challenging of barriers to learning, including physical and medical barriers.

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 accommodation of additional needs. We will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Aims and Actions

- Ensure suitable access for all individuals who may experience limited mobility.
- To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.
- To ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.
- To ensure that after-school clubs and care provision facilities are accessible for all pupils.
- To ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.

Accessibility Plan

There are three distinct elements that need to be considered:

- 1) Physical Access; which considers the access needs of disabled pupils and parents/carers to the building and grounds of Elstow School
- 2) Curriculum Access: which considers the delivery of educational activities and services at Elstow School
- 3) Access to information; which considers the way Elstow School communicates information to pupils and parents/carers

| Physical Accessibility: | | |
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| School grounds | | |
| Current status: | Action: | When: |
| Elstow School is accessible to wheelchair users. All buildings are on ground level. There are three disabled toilets on site. | Ensure any new buildings are physically accessible to pupils, parents/carers with reduced mobility. | As required |
| Classrooms | | |
| Current status: | Action: | When: |
| Tables are arranged in order that pupils can move around easily and safely. Teachers take into account the needs of pupils with sensory impairments when they design the seating plans for their classes. | Pupils who need an individual work or quiet space to have access to this where physical space allows. Staff to regularly check the classroom set up is accessible to all. | As required |

| Curriculum Accessibility: | | |
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| Lessons | | |
| Current status: | Action: | When: |
| Teachers understand that they are responsible for planning lessons that enable all pupils access to the Elstow Curriculum. Reasonable adjustments are made for pupils with additional needs such as writing slopes, coloured overlays, enlarged texts and oversized resources for VI pupils. | SENCo to follow advice and recommendations given by Specialist Professionals such as Advisory Teachers on the deployment of strategies or purchase of specific resources within reasonable and budgetary limits. | As required in collaboration with Specialist Professional Advice. |
| Staff | | |
| Current status: | Action: | When: |
| Staff are aware, as far as possible, of the specific needs of their existing pupils. Medical conditions are made known to staff and training given to those who deal with or may need to deal with these conditions. | Training to support specific pupils in their access arrangements may be required. | Training as required. |

| Access to information: | | |
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| Communication to parents | | |
| Current status: | Action: | When: |
| Parents are communicated with in a range of ways including physical letters, posters on classroom doors, information on the school website, messages on class Dojo and Facebook/twitter feeds. Members of SLT are on the gate at the start and end of every day to meet and greet parents and children and to communicate face to face. | Respond to parental feedback regarding any difficulty accessing information. Actively seek parental feedback through annual questionnaires. | Ongoing |
| Communication to pupils | | |
| Current status: | Action: | When: |
| Visual timetables are provided in all classrooms. Learning slides have clear, | Staff will make reasonable adjustments in order to ensure that pupils with | As required. |

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| <p>easy to read text with pictures supporting the text. Behaviour systems are clearly explained and visually represented.</p> | <p>disabilities have information communicated in a manner in which they can access it. Eg Use of PECS cards, Now and Next boards, EAL resources.</p> | |
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