



ACCESSIBILITY PLAN

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Updated:	June 2024
Approved by:	Curriculum & Policies Committee on 4.7.24
Next review:	June 2027

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002. The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the ‘general duty’) that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- This duty requires schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies to any non-educational services schools provide. The duty applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future. Schools can implement the general duty by actively reviewing all their policies, procedures and planned access improvements to remove barriers, with a view, for example, to greater recruitment and retention of disabled staff, greater participation of disabled pupils, disabled parents and community members.

Definition of Disability, as amended by the Equality Act 2010

A person is a disabled person if they have a physical and/or mental impairment which has what the law calls ‘a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered. HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.

Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).

People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

The length the effect of the condition has lasted or will continue: it must be long term. ‘Long term’ means that an impairment is likely to last for the rest of the person’s life, or has lasted at

least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.

Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.

Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

For example:

Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects. Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Definition of Special Education Needs

A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. All Pupils at Elmwood have EHCPs and as such can be considered to have Special Educational Needs.

A child or young person has a learning difficulty if they have significantly greater difficulty in learning than the majority of children and young people of the same age.

Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

Children or young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):

- 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 a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
 - The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
 - The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Objectives

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

A selection of staff from each base are training through the wildlife trust in ways of supporting learning outside the classroom, further supporting the work around Forest Schools and the key principles around using the outdoor environment. Health professionals are required to submit annual reports in accordance with the annual review processing. These reports may present recommendations for example the introduction of the sound field for reluctant hearing aid wearers. The appointment of a specialist teacher in outdoor education / vocational studies supports the school's ethos of relating learning to the environment outside of the school.

b) Physical environment

Reasonable Adjustments In The Classroom: A Check List
This is not an exhaustive list of every aspect of planning.

<p>1. Pre-planning information.</p> <ul style="list-style-type: none"> • Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? • Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class? • If you don't know how the disabled pupils needs will/can be met, seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals. 	
<p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none"> • one to one peer support • collaborative teaming • group work • valuing difference of race, gender, ethnicity, disability or religion • How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class? 	
<p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none"> - timing, - variation of activities, - types of activities [concrete/abstract], - reinforcement of key ideas, - extension work - recall of previous work, - links to future work, - clear instructions. <ul style="list-style-type: none"> • Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all? • Are you able to access specially adapted equipment for some students to enable them to participate fully? • If not, can an alternative way be found? • Will the diversified and differentiated work allow all pupils to experience success at their optimum level? 	
<p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual eg: use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory eg: use story telling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic eg: use movement, role play, artefacts, use the environment 	
<p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] eg: writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and ICT 	
<p>6. Self presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge 	

<p>the behaviour not the child?</p> <ul style="list-style-type: none"> • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? 	
<p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • Does their use allow all children to be equally included in the class activities? • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? 	
<p>8. Classroom organisation</p> <ul style="list-style-type: none"> • Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> - mobility impairments eg: circulation space, table height - hearing impairments eg: sight line for lip reading/ interpreter/ no glare - visually impaired eg: maximise residual sight, if touch can reach - pupils with challenging behaviour eg: in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, eg: sit on own - learning difficulties who need a lot of support, eg: next to peer supporter - short attention span, eg: distraction free zone • What seating plans are you using and why? • Will seating plans make use of peer support and how? 	
<p>9. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, eg: stronger reader/weaker reader? 	
<p>10. How will you deal with unexpected incidents?</p> <ul style="list-style-type: none"> • Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies? 	
<p>11. How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; • achieving; • interacting with their peers. 	
<p>12. How will you assess the outcomes?</p> <ul style="list-style-type: none"> • Do you have a scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? eg: video recording progress, peer evaluation, self evaluation? • How will you involve pupils in assessing their progress? 	

The school will take account of 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, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The three learning bases are colour coded to enable quick and easy recognition of the area they are working in. In addition to this the making zone (highlighting the creative / practical elements of the curriculum) is clearly defined with yellow & black stripes. The colouring within the corridor is non-threatening displaying, pupils' work. The signage represents the 3 learning bases depicted by the 3 elm leaves that are prominently displayed on each door. The school is on one level and has security doors and gates on entry into the main reception as well as security doors into each designated base.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The school has that provides parents and pupils with information outside of the school community that can support all stakeholders.

d) Financial planning and control

The Headteacher with Senior Leadership Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process.