



## Elmgrove Primary School and Nursery ACCESSIBILITY PLAN – June 2024 to June 2027

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

- The Elmgrove Primary School and Nursery Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.
- The Accessibility Plan is structured to complement and support the school's Equality Objectives.
- As a school additionally resourced to meet the needs of children with a physical disability, we are committed to providing an environment which enables full curriculum access which 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.
- The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain 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 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 school 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 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 letters, timetables, books and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

- 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.
- The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - ❖ Curriculum Policies
  - ❖ Staff Development Policy
  - ❖ Special Educational Needs Policy
  - ❖ Teaching and Learning Policy and Guidance
  - ❖ Equal Opportunities Policy and Guidance
  - ❖ Equality Objectives (required from April 2012)
  - ❖ Behaviour Policy and Guidance
  - ❖ Accessibility Audit 2003
  - ❖ Educational Visits Policy and Guidance
  - ❖ Health and Safety Policy and Guidance
  - ❖ School Development Plan
  - ❖ School Brochure

## Elmgrove Primary School and Nursery Accessibility Plan - 2024 to 2027: Improving Curriculum Access

Elmgrove Primary School and Nursery provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; We endeavour to

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

At Elmgrove Primary School we seek and follow the advice of LA services, such as specialist teachers and advisers, and health professionals when appropriate.

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Continued development of disability equality.	Termly Disability Equality forum, with children, parents / carers, staff and outside agencies.	Outcomes of forum to inform the subsequent action plan and future planning. Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful and feedback analysed	Termly	Inclusion Leader Inclusion Governor	Sept 2023 June 2024	July 2024 June 2027
Ensure we meet the needs of those with disabilities who are not making expected progress.	Ensure planning incorporates appropriate styles of learning and a range of activities, taking into account children's views.	YLS to monitor planning for their year group & discuss with AHT for their phase AHT for Inclusion to monitor intervention strategies throughout the school. All YLS to feedback to the HT. Planning will include more practical styles of learning & IT.	Termly.	YLS/AHTs/ HT	Sept 2023 June 2024	July 2024 June 2027
Children with disabilities need to become independent learners	Ensure planning provides opportunities to develop resilience, confidence and independence when tackling activities	YLS to monitor planning and resourcing for their year group AHT for Inclusion to monitor strategies and resourcing throughout the school.	Termly	YLS/AHT for phase and AHT for Inclusion	Sept 2023 June 2024	July 2024 June 2027
Children need to have access to all the after school clubs	Ensure resourcing including staffing, allows all children to participate in their chosen activities	Positive feedback from children, parents and staff. Children are part of clubs	Annually	YLS/AHT for phase and AHT for Inclusion	Sept 2023 June 2024	July 2024 June 2027

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Children need to have access to a broad range of activities through appropriate resourcing	Ensure planning provides opportunities for children to take part in a broad range of activities (arts, sports and music) which requires them to develop social skills	YLS to monitor planning and resourcing for their year group. AHT for Inclusion to monitor strategies and resourcing throughout the school.	Termly	YLS/AHT for phase and AHT for Inclusion	Sept 2023 June 2024	July 2024 June 2027

### Elmgrove Primary School and Nursery Accessibility Plan - 2024 to 2027: Improving Physical Access

At Elmgrove Primary School we review the accessibility all areas of the school, including the outside areas, on an ongoing basis and make adaptations as required, taking into account the constraints of the building. In addition, we take account of the relevant legislation and needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Continued development of disability equality.	Termly Disability Equality forum, with children, parents / carers, staff and outside agencies.	Outcomes of forum to inform the subsequent action plan and future planning. Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful and feedback analysed	Termly	HT Inclusion Leader	Sept 2023 June 2024	July 2024 June 2027
Improve liaison at transition times between services to identify children with disabilities and support more effective planning for transition.	AH Inclusion to liaise with psychology service, therapy team, early years provision, secondary schools to gather and share updated information.	Response from services and therapy teams will enable more appropriate planning, therefore aids the correct placement of children with disabilities.	Termly	Inclusion Leader	Sept 2023 June 2024	July 2024 June 2027
Ensure the physical environment meets the needs of people with disabilities, including physical and sensory needs.	Half termly audit of physical environment.	Monitored half termly by the Deputy Headteacher, SBM and the Inclusion Leader on their Health and Safety walks.	Half termly	Headteacher, Inclusion Leader and invited persons who have a disability. (Particularly sensory/hearing or	Sept 2023 June 2024	July 2024 June 2027

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
				visual impaired)		
Ensure children with a physical disability are able to move independently around the site	<p>All corridor doors are fire emergency doors that are designed to be open at all times and automatically close in the event of the fire alarm being sounded</p> <p>The school has a lift in place that is serviced annually for ease of travel from lower to upper floors.</p> <p>The school is due to have a fire lift installed as part of the new build which will enable evacuation of pupils with a physical disability</p>	<p>Monitored by School Business Manager and Headteacher to see progress, feedback from staff, pupils and parents</p> <p>Lifts are serviced quarterly and the school purchases a call out maintenance package for minimal disruption</p> <p>Updates are communicated regularly via Dfe meetings.</p>	Annual monitoring	Headteacher, Inclusion Leader, SBM and invited persons who have a disability. (Particularly sensory/hearing or visual impaired)	Sept 2023 June 2024	July 2024 June 2027
Potentially uneven playground surface and lack of accessibility to specific play/sensory equipment.	<p>New astroturf has been put in the playground which is accessible to everyone.</p> <p>The playground is of an even surface and fully accessible</p> <p>Investigate more inclusive playground equipment with children with a physical disability.</p>	If feasible to go ahead with this action, we would monitor it through gaining feedback from staff and pupils, parents and carers.	Annual monitoring.	HT Inclusion Leader, Site Supervisor, Inclusion Governor	Sept 2023 June 2024	July 2024 June 2027

### Elmgrove Primary School and Nursery Accessibility Plan - 2024 to 2027: Improving the Provision of Information

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date

Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Continued development of disability equality.	Termly Disability Equality forum, with children, parents / carers, staff and outside agencies.	Outcomes of forum to inform the subsequent action plan and future planning. Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful and feedback analysed	Termly	HT Inclusion Leader Inclusion Governor	Sept 2023 June 2024	July 2024 June 2027
Communication with parents and carers who have disabilities e.g Braille, large print, telephone or email appointments or home visits.	Ensure parents and carers with a disability are receiving communicative information an accessible format/media Newsletter/ website periodically – ask what communication needs families have e.g. sign language support	Feedback from parents/carers to HT, office or teachers.	Annually	HT Inclusion Leader	Sept 2023 June 2024	July 2024 June 2027
Improve liaison at transition times between services to identify children with disabilities and support more effective planning for transition.	Inclusion Leader to liaise with psychology service, therapy team, early years provision, secondary schools to gather and share updated information.	Response from teams will enable more appropriate planning, therefore aids the correct placement of children with disabilities.	Termly	Inclusion Leader	Sept 2023 June 2024	July 2024 June 2027