



Elements Primary School  
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# **Accessibility Plan**

## **December 2018**



## **Accessibility Plan 2018- 2019**

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The academy Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the individual academy sites, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Elements Primary School.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Learning and/or cognition
- Emotional well-being

The Accessibility Plan is structured to complement and support the academies Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, 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 reinforcing our culture of inclusion, support and awareness within the academy. The Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the individual academy 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 students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have a disability; (If a school/academy 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 academy such as participation in after-school clubs, leisure and cultural activities or academy visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

The SEN AND DISABILITY ACT (SENDA), 2001 places a duty on school governing bodies to have an accessibility plan that sets out how they intend to increase access to schools and the services they provide for pupils who have a special educational need or disability.

#### Aims

Our aims are to:

- Ensure that our curriculum is broad, balanced and accessible to all pupils;
- Ensure that all pupils feel valued, included and have equality of opportunity;
- Ensure that the school is fully accessible;
- Fulfil our obligations under The Special Educational Needs and Disability Act 2001.

#### Consultation

This plan takes account of the views of:

- Pupils;
- Governors;
- Staff;
- School Site Consultant;
- The parents of disabled pupils;
- The Local Authority.

#### Key Objectives 2018-21

Our Key Objectives are to:

- Extend access to the curriculum for pupils with SEN;
- Monitor progress in improving inclusion;
- Implement a well-constructed accessibility plan that responds to individual pupil need and proactively plans for the future taking into account value for money;
- Improve physical access to school;

- Ensure that written information from the school is accessible to all.

#### Pupil Data Analysis

We recognise the on-going need to monitor and plan effectively for the presence of disabled pupils in the school, the pattern of their participation in the life of the school and the impact of our provision upon pupils with disabilities. In particular, during the lifetime of this plan we will monitor and plan for:

The specific needs of disabled pupils coming into the school;

- Patterns of attendance and exclusion;
- The participation of disabled pupils in off-site activities;
- Time-tabling;
- The administration of medicines;
- The physical environment of the school.

#### Key outcomes 2018-21

- Rich information about all pupils gained from systematic and detailed analysis of pupil progress data showing how well disabled pupils are accessing the curriculum;
- A clear evaluation of the attainment and progress of the full range of pupils;
- Participation in extra-curricular activities;

#### Training

We recognise the need for adequate and appropriate training for staff in order to best support and meet the needs of pupils with disabilities. During the lifetime of this plan, we aim to work to increase staff training and awareness of SEN and to develop our partnerships with other children's services agencies.

#### Key outcomes 2018-21

- Enhance staff SEN training and awareness
- Increase staff awareness of DDA requirements.
- Audits of patterns of achievement and participation of disabled pupils and resulting action plans for continuous improvement
- Flexible grouping
- Buddying or mentoring

#### Curriculum

We recognise that disabled pupils need access to the formal taught curriculum of the school, but also to activities within and beyond the school day. These include:

- Recreation;
- Movement around the school;
- Sports days;
- Extra-curricular activities: breakfast clubs, after-school clubs;
- School trips.

Curriculum development will be planned over the life of the accessibility plan and will be coordinated with the priorities in the School Development Plan. It will draw on the expertise of external partners/agencies and, where necessary or appropriate, individualised plans will be developed to ensure each child's access to a full curriculum.

Key outcomes 2018-21

- High expectations;
- Appropriate deployment of learning support and resources;
- Effective pupil grouping designed to best meet learning needs;

Physical Environment

We recognise that the physical environment of the school has a differential impact on access for different groups of pupils, including the disabled. Different aspects of the physical environment will be considered in relation to different groups of pupils. The annual programme of works detailed in the Asset Management Plan will reflect the identified priorities, including actions designed to meet the specific needs of individual pupils.

Key outcomes 2018-21

- Improvements to the layout, organisation and accessibility of the playground;
- The provision of particular furniture and equipment to meet individual pupil needs.

Monitoring and Evaluation

The Governing Body acknowledges its role in formulating, implementing and monitoring the school accessibility plan and sets a clear direction for it. The plan will be discussed by the Governing Body annually and will be reviewed and revised accordingly. The plan will be monitored in conjunction with school policies,

the Asset Management Plan and the School Improvement Plan. These documents are updated annually and detail the key actions, timescales, roles and responsibilities that contribute to the execution of the Accessibility Plan.

#### Publication

The school makes its accessibility plan available in the following ways:

- on the school website;
- in a variety of formats.