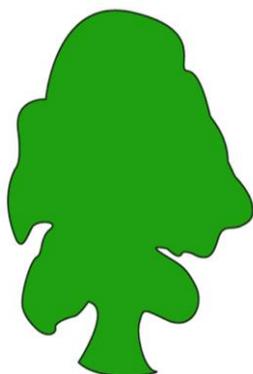


Accessibility Policy & Plan

FOR ELMHURST SCHOOL



Adopted:	June 2016
Next Review Date:	June 2019
Responsible Committee	Premises, Health & Safety Committee

Signed:

Headteacher:	Mrs R. Lee
Chair of Governors:	Mr D. Gamble

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

1. We are committed to providing an accessible environment 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Elmhurst School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period; the plan will be updated annually as necessary.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). 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 aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to 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 time frame.
5. The Action Plan for physical accessibility relates to access of the school, which is audited regularly on Health and Safety walks. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
6. The school's complaints procedure covers the Accessibility Plan.
7. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
8. The plan will be monitored by Ofsted as part of their inspection cycle.
9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Accessibility Policy

Admissions

Prior to the admission of a student with specific accessibility requirements a full assessment will be undertaken, including site visits, to ascertain the nature of the requirements. The assessment will involve the student, his/her parents/carers, the Local Authority and staff at the school.

When current facilities are not suitable the school and the Local Authority will agree the appropriate action to be taken, the timescale for delivery and the funding source to be used for providing required additional resources/facilities.

Physical Access

The original school buildings were never designed for disabled access. The Main Block and more recently, the Key Stage 2 block, have been adapted to include access considerations.

Current arrangements include:

- **Ramps/Step Free Access** to the Main Office Building, Library, Early Years Building, Harding Room, Children's Centre, Key Stage 2 Block and one KS1 Classroom.

- **Disabled Toilets** have been installed in the KS2 Block near the staffroom and the Children's Centre.
- **Fire Doors** are installed in all buildings.

The school will continue to respond to changing needs as necessary, for example, the provision of additional access ramps, disabled toilet facilities, Learning Support Assistants and detailed Personal Evacuation Emergency Plans (PEEPs).

Additionally all new buildings and refurbishment plans will take account of providing suitable access in conjunctions with Buckinghamshire County Council.

Curriculum Areas

Where possible we will ensure that students have access to all our curriculum areas. This may necessarily involve the support of Learning Support Assistants (LSA). For example, every effort will be made to make school visits and journeys possible by suitable choice of venue to minimise risk and by forward planning to ensure that all students can gain best value from the experience.

At present, wheelchair users have full access to the curriculum, supported by a team of LSAs, who assist in various ways to ensure that the students are not disadvantaged by their specific medical conditions. Alternatively, lessons will be re-roomed to ensure full access by all students as and when necessary.

Pupils with statements or Education, Health and Care Plans with physical disabilities as the pupil's primary need are the subject of a site access/risk assessment/curriculum access prior to joining the school, as directed by the Local Authority. The assessment will be carried out by specialist professionals' i.e. occupational therapists or special teacher for the disabled in order to assess school site suitability and to ensure that any necessary adaptations and equipment can be put in place.

Training

Members of staff are regularly updated as to the needs of specific students. This may include wheelchair access both around the building and in classrooms, where issues such as the height of desks might be a problem.

LSAs have been given specific training to fulfil their role and this is repeated as required.

Members of staff, both teaching and support, have been trained to provide onsite first aid when required and request professional medical assistance if needed.

Information and Communication

Depending upon the specific problem, alternative forms of information will be provided for users as appropriate. For example:

- Examination papers will be enlarged for visually impaired students.
- Where appropriate, students will be able to record work through the use of a scribe or on appropriate digital format rather than in written form.
- The school website will accommodate those with particular requirements e.g. font style and size.
- Information from the school will be provided in a suitable format for specific parents/carers when required.

This Accessibility Policy and Plan will be reviewed every three years to take account of:

- Changes to the school environment and organisation.
- Advice from the Local Authority.
- National legislation, guidance and proposals.

Accessibility Plan 2016 - 2019

Section 1: Aims and Objectives

Our aims are to:

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

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability.	Meetings are held termly between the SENDCo and teaching staff to ensure that all pupils have access to the curriculum at an appropriate level.	Enhance the handover process as pupils move between year groups.	Ensure that teachers and LSAs are supported to handover all relevant information.	SENDCo and teaching staff.	Yearly – July
	Additional provision is communicated to both parents and children via the SEND support plan format three times per year.	Provide additional face-to-face meetings for parents of pupils with SEND and the SENDCo.	Invite parents formally to meetings in the Summer Term, additional to the weekly drop in facility.		Yearly - Summer term
	Any children who are due to start at Elmhurst who already have additional needs identified are invited with their parents to additional tours and their needs discussed with the SENDCo.	Pupils to complete access audits across the site.	Pupils in Year 5/6 to complete audit.		Yearly – Autumn term.
Improve and maintain access to the physical environment.	Over recent years the school has enhanced the accessibility to the school through the placement of additional ramps, installation of a new disabled toilet (2016) and the placement of black out blinds across the school. These are monitored and maintained by the site team.	Following an access audit undertaken by the SENDCo and site team recommendations are listed in Section 2.	See Section 2.	Site Team.	See Section 2.
Improve the delivery of written information to pupils.	The school uses a variety of techniques to support children when they receive written information. Enlarged resources, coloured paper, different fonts and the use of pictures alongside written text are regular adjustments in all classrooms.	Continue to liaise with the Specialist Teaching Service as appropriate.	As recommended.	SENDCo, teaching staff and office team.	In place and ongoing.

Section 2: Access Audit

Feature For example:	Description	Actions to be Taken	Person Responsible	Date to complete actions by
Corridor Access	The disabled toilet is accessed via a double opening door.	Door to be moved back to ensure all disabled visitors, staff and pupils can access this.	Local Authority	Easter 2016
Parking Bays	Currently there is no designated space for disabled parking	Clearly mark an enlarged parking space for visitor parking.	Site Team	September 2016
Entrances	All core building are accessed via a fob system.	Ensure that all fobs are at a wheelchair accessible height.	Site Team	September 2017
Ramps	Two of the ramps currently in place around the school can be moved if required.	Should other areas of the school require wheelchair access more regularly – ramps to be moved/more to be purchased.	Site Team	In place and ongoing
Provision of wheelchair accessible toilets.	Maintain wheelchair accessible toilets in school and Children's Centre.	Build into maintenance budget.	Site Team	In place and ongoing
Reception Area	One of the office windows has a lowered shelf to support disabled access.	Investigate the installation of a hearing loop for visitors.	HT/Site Team	September 2018
Internal Signage	Not all buildings are currently clearly marked.	Clear and where appropriate in braille signage to be placed around the school site.	HT/Site Team	September 2018
Emergency Escape Routes	Some children with high levels of Special Needs have a PEEP in place.	Ensure that all emergency escape routes are marked and maintained.	Site Team	In place and ongoing
External Steps & Manhole Covers	There are several areas of the school site accessed by a single step. Manhole covers are around the external site.	Ensure all single steps and manhole covers are highlighted with yellow/non-slip paint.	Site Team	September 2016
Grab Rails	Only some of the entrances with step access have additional grab rail facilities to support access.	Additional grab rails to be placed around the site to ensure that all areas are accessible. Especially those currently not wheelchair accessible – Hub, Art Room and ICT Suite.	Site Team	September 2017