



Elemore Hall School

Policy Title	Accessibility Plan
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This version	November 2018
Approved by	
To be reviewed by	Finance, Personnel and School Environment Committee
Review Due	November 2021

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school's vision, goals and values are based on all members of the school community having a positive experience.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents/carers, pupils and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To review the curriculum, particularly accreditation, to ensure that the needs of all pupils regardless of ability continue to be met.</p>	<p>Each subject coordination is to review their curriculum to ensure that it meets both statutory requirements and the needs of our pupils.</p> <p>Subject coordinators are to explore the different accreditation routes available for their subject and choose those that are suitable to ensure that all pupils have an opportunity for success.</p>	<p>Subject coordinators</p>	<p>June 2019</p>	<p>Curriculum reviewed in all areas.</p> <p>Accreditation reviewed and changed where necessary.</p>
<p>Improve and maintain access to the physical environment where possible</p>	<p>Much of the Elemore Hall site is difficult to access for anyone with a mobility difficulty.</p> <p>The recently added extension has a lift to enable those with mobility difficulties to access the teaching block – this has been used for different purposes including allowing pupils who have had injuries to reach the classrooms</p>	<p>To improve access to the Outdoor Learning Centre – the hard core path leading to it is difficult to walk on and the route unlit.</p> <p>To work towards achieving better access to the main building –</p>	<p>Arrange for the existing path to be levelled and top dressed to make it easier to walk on. This may take some experimentation before a final solution is found. Explore lighting solutions including solar powered.</p>	<p>RR, HJB, Handymen</p>	<p>July 2019</p>	<p>Route from overflow car park to the Outdoor Learning Centre is suitable for those with mobility difficulties and is lit sufficiently.</p>

	<p>more easily and also allowing a parent who is a wheelchair user to attend the school Christmas production.</p> <p>The school has accessible toilets in the teaching block.</p> <p>The school has a separate classroom that is all on one level and has an accessible toilet – this can be used for some lessons and for meetings.</p>	<p>this is Grade 1 listed and any alterations would be extremely costly.</p>	<p>To explore any potential solutions for making parts of the main building accessible. This may involve planning consent.</p>	<p>RR, HJB</p>	<p>June 2019</p>	<p>Potential solutions are presented to governors for their views</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Main building = 4 storeys – none are accessible without the use of stairs.</p> <p>Annex = two storeys, ground floor partially accessible with help, upper floor difficult to access because of narrow stairs.</p> <p>Classroom block = one main floor level that can be reached by lift. Includes accessible toilets and classrooms for most subjects.</p>	<p>We have previously been told that there is little or nothing that can be done to improve accessibility to the school buildings. The design of the extension that was build 4 years ago ensured that there was a lift so that the classroom area could be accessed and also accessible toilets, however large parts of the building remain difficult to access for those with mobility difficulties and are likely to remain so.</p> <p>Ensure that all handrails on staircases are securely attached and that steps are clearly marked.</p>	HJB	July 2019
Corridor access	<p>Narrow corridors in the old part of the building.</p> <p>Wider corridors in the main classroom block.</p>	<p>Keep Corridors free from obstructions.</p> <p>Identify where corridors might be improved by removing fixtures and fittings that might cause a hazard such as old door frames.</p> <p>Identify changes in floor height, steps in corridors, etc, more clearly.</p>	HJB	July 2019
Lifts	<p>One in the new classroom block to allow access from the car park to the classrooms in this area.</p>	<p>Regular maintenance</p>	HJB	Ongoing
Parking bays	<p>Directly outside the main building reception – however access into the building from here is difficult.</p> <p>Cars can be parked near to the lift access and near to the outside classroom.</p>	<p>Parking bay outside main reception to be marked on ground. Parking bay in new courtyard to be identified.</p> <p>Vehicle access route to the Outdoor Learning Centre to be cleared.</p>	HJB / Handymen	April 2019
Entrances	<p>Main entrance to school is via wide stone steps with no hand rail. Access to classroom block is</p>	<p>To explore the possibility of improving access to reception, for example by installing a handrail.</p>	HJB	July 2019

	on level with the car park and directly into lift and stairs. Access to the Outdoor Learning Centre is level with car park/footpath			
Ramps	None in school	N/A		
Toilets	Accessible toilets are in the new Teaching block (x3) and the Outdoor Learning Centre (x1) Due to the difficult access to the main building there are no plans to try to create an accessible toilet in that area,	Regular maintenance to ensure that they are usable	HJB	Ongoing
Reception area	Difficult to access for those with mobility difficulties. Reception is in the Main building accessed by wide stone steps. It is not wheelchair accessible and can be difficult for others with mobility difficulties.	To explore the possibility of improving access to reception, for example by installing a handrail.	HJB	July 2019
Internal signage	The only internal signage that the school has are arrows indicating evacuation routes.	To investigate if any additional signage is required in school and to install where required.	HJB	July 2019
Emergency escape routes	These are clear and well known, however anyone with a mobility difficulty would probably need help to evacuate the building safely.	To ensure that the emergence evacuation routes are known and well signposted and for staff to be aware of procedure for evacuating anyone with a mobility difficulty.	HJB	July 2019