



Elemore Hall School

Policy Title	Accessibility Plan
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Approved by	
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ACCESSIBILITY PLAN

INTRODUCTION

Following the introduction of the Equality Act 201, the DfE issued advice for schools on how the Act might impact schools and what expectations or provision there would be to meet the requirements of the Act.

The following sections from the advice relate specifically to Accessibility.

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at: • increasing the extent to which disabled pupils can participate in the curriculum; • improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and • improving the availability of accessible information to disabled pupils.

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

4.31 OFSTED inspections may include a school's accessibility plan as part of their review.

This document will outline how Elemore Hall School intends to meet the expectations detailed above.

THE SCHOOL

Elemore Hall School consists of three sites that are all physically very different from each other.

Elemore Hall site – is based in a Grade 1 listed building constructed in the 1740s and added to periodically since then with the most recent addition being completed in 2015. The old part of the building is on four floors with the entrance accessed up several steps. This part of the building comprises of many steps and narrow corridors to access all areas. There is no lift. There is no scope for alteration due to the age, construction and Grade 1 status of the building. The older part of the school contains Administration, Meeting rooms, offices, residential provision, the dining room, Science, Mathematics and Resistant Materials classrooms.

The section of the school constructed in the 1990's and 2015 is more accessible. A lift allows access to the single storey building where there are classrooms for Music, Food technology, ICT, Art, English, Humanities and PE, pupils can also access the outside play area from here. The corridors are wider and movement easier.

Windlestone site – constructed in 2006, purpose built, all on one level. Short distances between different areas of the school, no steps and wide corridors.

PACC site – this is a building that we currently have use of. It is all on one level but consists of an environment with limited space accessed via a narrow corridor that circles an interior courtyard.

THE PUPILS

All pupils attending Elemore Hall School have an Education Health and Care Plan that identifies their Special Educational Needs and Disabilities. The primary SEN is Social, Emotional and Mental Health however many pupils have additional needs.

Our two main sites each offer a full curriculum to 90 pupils and the opportunity for all pupils to stay behind after school to take part in activities. A quarter of the pupils have a residential place at the school and stay overnight for up to four times a week during term.

The PACC site offers a mixture of onsite learning, offsite placements and offsite physical and social activities.

OUR PLAN

Our intention is to make all three sites as accessible to pupils, staff and visitors as possible.

Physical Access

The Elemore site has limited access due to the restrictions of being based in a Grade 1 listed building. The older part of the building is inaccessible and despite investigations, cannot be made accessible to any extent that would be useful due to the number of stairs, narrow corridors, doorways, etc. The newer parts of the building are accessible to people who may have mobility difficulties and there is an accessible toilet. A lift is available to allow access to the main floor of this building with level access directly from the car park. These relatively recent developments have allowed the opportunity for parents and others who could not previously visit the school, to be able to tour a good proportion of the building and to attend school events such as Christmas performances. There have been several occasions where pupils who have mobility issues, for example from a leg injury, have been able to continue their learning in school with a few adaptations whereas in the past they would have had to remain at home.

The Windlestone site is all on one level and is accessible throughout.

The PACC site is all on one level, however accessibility is difficult due to narrow corridors and confined spaces. There is no accessible toilet facility.

Sensory

Lights – we have installed LED lights throughout the sites to reduce the reaction that users might have to flicker associated with traditional tube lighting and to provide a better quality of light.

Noise - By nature, many of our pupils can be quite noisy and we have some subjects where noise levels can be higher such as PE and Music. The Elemore site is a relatively quiet building, this is aided by the age and design. The Sports hall has some Acoustic panels to reduce reverberation and the music room is designed to minimise noise. The design and construction of the Windlestone site led to a very noisy building. We have recently improved the situation with the installation of acoustic panels in all corridors and specific rooms such as the Music room, Sports Hall and Meeting room – these panels have made a considerable difference. The PACC building is small and we are unable to make any physical changes to improve it. We think that reducing the noise in the building is preferable to individual pupils feeling the need to wear ear defenders.

There are quiet spaces where pupils can go if they are overwhelmed.

Decoration – we have tried to have consistent decoration through the school with display being limited to set notice boards. This ensures that there is less disruption to wall spaces and more predictability. The paint colours used for the walls are intended to be neutral and calming.

Curriculum

On the two main sites all pupils follow a mainstream style curriculum leading eventually to accreditation if appropriate. There are no curriculum options and we find that this reduces confusion, uncertainty and disaffection. The personal and social education of pupils is of paramount importance and the school puts a lot of effort into developing these areas. The needs of all pupils are different and staff work to ensure that learning is pitched at the correct level in every area.

We will modify the curriculum content where necessary to accommodate the needs of a pupil (for example demands in PE if a pupil has a physical difficulty) however our general approach is that all pupil access everything at a level that is appropriate for them.

PACC provides an individualised curriculum for pupils.

FUTURE PLANS

We have no current plans to make any changes to the provision on our main sites at the current time. We are hoping to relocate PACC to a more suitable building in the future.