Accessibility Plan

Elm Tree
Primary Academy

Last reviewed on:	September 2024
Next review due by:	September 2026

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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 and neurodiverse pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled and neurodiverse 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.

Elm Tree Academy has a positive and inclusive approach to meeting the needs of all pupils. We will ensure that all our learners aspire to the highest standards and make a positive contribution to the wider world.

We take a collaborative approach of all staff to promote and embed our Trust Values:

Loyalty – Focus on Family

Tenacity – Insist on Excellence

Kindness – Do good as you go

Courage – Embrace innovation

Brilliance – Seize success

The values help us ensure that the ethos across the family of schools is consistent. We expect all of our staff, pupils and parents to embody these values.

At Elm Tree Academy, every teacher is responsible for all children in their. It is our vision that all our children are provided with high quality learning experiences that prepare them for their next stage in life, enabling them to make a positive contribution to their community. We believe that children learn best when lessons are engaging and challenging.

We recognise that all children are unique and value and celebrate diversity. We believe that all children have the right to be part of our school community, to develop secure relationships, to feel a sense of belonging and to enjoy and achieve.

We firmly believe that all children have the right to be educated within their local community and we intend to provide an environment where the needs of individual learners are met promptly and where staff feel wellequipped to meet a diverse range of needs.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the staff and academy councilors aim to work with the staff and wider school community to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.

- Set high standards and targets for all pupils.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils.
- Provide opportunities for everyone to make a positive contribution to the community and the wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and have a positive self-esteem.
- Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

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; working with outside agencies such as Local Authority Inclusion support, children's therapies, health and social care, parents and pupils.

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

We have included a range of stakeholders in the development of this accessibility plan, including include as appropriate: parents, staff and academy councilors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	
Increase access to the curriculum for pupils with a disability		Curriculum and schemes of work are prepared to meet the range of pupil needs	Produce curriculum statements and schemes of work. Liaise with specialists to develop communication curriculum	HT/EHT	July 22	

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	
Improve and maintain access to the physical environment		To ensure all classrooms and teaching areas have appropriate specialist furniture and resources for pupils.	FF&E to be ordered and purchased in Summer term	HT/EHT	July 22	
		Ensure outdoor space is accessible for all pupils	Ensure all outdoor space is secure and safe for pupils to use	HT/EHT/Steering group	July 22	
			Ensure adequate out equipment is available		Sep 22	
		Ensure school grounds are secure and ensures the safety of pupils	Quality assure plans and building works		Summer 22	

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	
Improve the delivery of information to pupils with a disability		Provide total communication environment- signs, symbols, objects	Staff are effectively trained in communication systems and styles SALT is commissioned and working effectively NHS SALT identified and working effectively Develop communication curriculum	HT/EHT/SALT	Sep 22	