



Elmlea Schools' Trust

Accessibility Policy

Document History Record of recent Policy changes

Date	Version	Author/Owner	Change	Origin of
14/10/2022	1	Lacey Flook		
27/11/2023	2	Lacey Flook	Junior corridor accessible lift has been removed. Page 8 covers the impact of this re the Blue Room.	

Trustees 'Committee	Operations
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1. Aims

This plan is written for Elmlea Schools' Trust, a Trust which encompasses Elmlea Junior School and Elmlea Infant School.

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 and prospective disabled students can participate in the curriculum as well as a curriculum that meets individual students needs
- To make reasonable adjustments for disabled students, so that they are not at substantial disadvantage.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Ensure disabled students/ staff/ parents and visitors are not treated less favorably for a reason related to their disability.
- Improve the availability of accessible information to disabled pupils and provide a plan for meeting this duty
- To ensure all students/staff/parents and visitors will have care, courtesy and commitment within their school community

The definition of a disability under the Equality Act 2010 is if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. 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.

The concept of inclusion is at the heart of our school vision: 'An inclusive community: everyone thriving, empowered to be forever learners, within the world we care for.' Our three key values of kindness, respect and community are vital to our inclusive practice and teaching, ensuring all children have equal access to their environment and education regardless of disabilities.

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 parents, staff and governors 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 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and how the trust will achieve these aims.

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
Increase access to the curriculum for pupils with a disability	The curriculum is designed to meet the needs of all learners, with the assumption that all learners will meet Age-Related Expectations (AREx), when barriers to learning are removed.	Short-term: Ensure the curriculum continues to meet learners' needs; including those with disabilities. Long-term: Monitor effectiveness of curriculum and progress of pupils.	Ensure that AREx are reviewed to meet new curriculum and exam specifications. Ongoing curriculum reviews.	Heads of Department SLT SLT and LGB	Ongoing Ongoing	Long and medium term curriculum plans in place and collected by SLT. Curriculum review documents show progress is being made.
	Differentiation is evident across the school, with teaching, resources and support being adapted to meet pupils' needs. Coloured overlays, books and paper are available for pupils with specific learning difficulties. Laptops are used by pupils who	All pupils to have equal access to the curriculum, regardless of disability or learning difficulty.	Ongoing monitoring of differentiation across the Campus through learning sweeps, book scrutinies and lesson observation.	SLT	Ongoing	Quality assurance feedback will show that specific groups' and individual pupils' needs are met.



	cannot complete extended writing by hand. Exam concessions are in place.		Referrals for pupil support to be made through the SEN department who will purchase and distribute specialist resources as needed.	SENDCO		
	Support staff are deployed to ensure that pupils with physical disabilities are able to access the curriculum (in addition to evacuation and Health and Safety needs mentioned below) and provide additional support in practical subjects.	All pupils to have equal access to the curriculum, regardless of disability or learning difficulty	Support staff timetables reviewed on a two termly basis or as needed.	SENDCO/Inclusion Lead	Ongoing Timetables in place for Sept, Jan and April each year	Support is provided as per pupils' Education, Health and Care Plans or Statements of SEN.
	Where appropriate, pupils with disabilities have Personal Learning Plans written and disseminated to all staff working with them.	All staff to be aware of pupils' needs in order to differentiate appropriately.	New pupils' plans written on entry. Existing plans updated as needed if needs change.	SENDCO	Ongoing New pupils by October	Plans written, stored on R drive in Juniors and T drive in Infants. Plans to be disseminated to teaching staff

	Staff liaise with outside agencies to ensure access to the curriculum is maximized for pupils with disabilities. These services include, but are not limited to: Bristol Autism Team, Sensory Support Service, CAMHS, Educational Psychology Service, Learning Partnership West	Ensure effective support of more complex needs. Work effectively with outside agencies.	Referrals made as needed. Respond to external agency contact.	SENDCO	Ongoing	Record of external agency referrals and involvement. All external agency requests responded to in a timely manner.
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
Improve and maintain access to the physical environment	Site Management teams who are responsible for maintaining the premises and grounds. When both schools were built they met all building regulations in place at that time, including accessibility. Disabled toilets, ramps, disabled parking and wide corridors. There is no accessible access to the top floor in the Juniors. Should an access requirement arise (e.g. a child in a wheelchair	Long term – ensure the premises are maintained in line with various regulations	Ongoing review with regular meetings and relevant certification as evidence that systems and equipment have been suitably maintained	Elmlea Schools' Trust site management team	Ongoing	No access issues. Site management team to ensure they update and provide appropriate access.



	<p>joined) then the year groups would be rotated so that classrooms on the ground floor are used for that child's year group.</p> <p>There is no accessible access to the Blue Room – if a child joined Elmlea and needed a space similar to the Blue Room then we would repurpose another space e.g. Room 15 for this purpose.</p> <p>It should be noted that Elmlea is an uneven site which could pose increased access difficulties for wheelchair users and those with a visual impairment. A thorough risk assessment would take place for those children including a walk-through with parents prior to joining the school.</p>					
	<p>Accessible lift in Junior hall where there are 3-5 stairs to account for the uneven nature of the school environment.</p>	<p>Long term – ensure the premises are maintained in line with various regulations</p>	<p>Ongoing review with regular meetings and relevant certification as evidence that systems and equipment have been suitably maintained</p>	<p>Elmlea Schools' Trust site management team</p>	<p>Ongoing</p>	<p>No access issues.</p> <p>Site management team to ensure they update and provide appropriate access.</p>
	<p>Automatic Lighting in all areas. Adjustable desks / tables</p>	<p>Long term – ensure site team maintain</p>	<p>Ongoing review with regular meetings and</p>	<p>Elmlea Schools' Trust site</p>	<p>Ongoing</p>	<p>All maintenance records are held and</p>

	accessible to all. Automatic door release to support emergency evacuation.	equipment in line with various regulations	relevant certification as evidence that systems and equipment have been suitably maintained	management team		presented at each Health & Safety Committee meeting. Life cycle of equipment process is in place.
	Risk assessments for those individuals whose movements are compromised by their disability and need support to evacuate in the event of an emergency (PEEPS).	Ensure risk assessments are in place and reviewed on a regular basis in line with accessibility requirements and legislation.	Review PEEPs through external H&S reviews	Business manager	Ongoing	Risk Assessments and Personal Emergency Evacuation Plans in place and linked to Arbor.
	The medical conditions of students affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and Senior Leadership Team	Appropriate communication channels are in place to ensure all health requirements are met.	Care plans in place and reviewed annually and assessed through external Health & Safety reviews and audits	SENDCO/ First Aider	Ongoing	Care plans ir linked to pu
	Emergency Procedures – there are regular documented checks and practice.	To ensure regular testing of equipment processes are in place and emergency evacuation practices are carried out and reported.	Site team to undertake testing of equipment and provide evidence. Emergency evacuation practices are undertaken once per term and findings reported to Health &	Business Manager / LGB	Ongoing	Up to date certificates held in premises log book and available at each Health & Safety Committee meeting. Evacuation practices are undertaken 6 times per year and



			Safety Committee and SLT			reports available. Reviewed, audited and assessed by external Health & Safety advisors.
Improve the delivery of information to pupils with a disability	All information given to pupils is backed up by verbal information from staff. All student communication is checked for accessibility and individual pupil needs are catered for (e.g. material printed on coloured paper).	To ensure that all written communication given to pupils is able to be accessed by all.	Training provided by SEND department on the range of literacy and visual difficulties which need differentiating for. SEND department to give support on alternative communication such as social stories and visual symbols. Pupil Profiles disseminated to staff.	Class teachers SENDCO	Ongoing	All pupils are able to access written information.

4. Monitoring arrangements

Communication of Policy to Stakeholders. This plan will be available on the Elmlea Schools' Trust website and can be found as part of our Local Offer: <https://www.bristol.gov.uk/web/bristol-local-offer> Monitoring, Evaluation and Review of the Policy. The actions in this plan will be monitored on an ongoing basis by the Inclusion Lead/SENDCOs and SLT. Actions relating to the premises will be monitored on an ongoing basis by the Business Manager. Requests and actions will be monitored via Teams by the Inclusion lead, SENDCO, CEO and DFO. The plan is due for review in three years.

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 Elmlea Infant School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 floor split across different levels	None	Site management team	N/A
Corridor access	Adequate corridor space	Ensure corridor space is not compromised or reduced by furniture.	SLT	Ongoing
Lifts	N/A	N/A	N/A	N/A
Parking bays	N/A	N/A	N/A	N/A
Entrances	Entrance to the building is accessed by an automatic door on a level access.	Regular maintenance schedule in place to ensure automatic doors are always in working order	Site management team	Ongoing
Ramps	External ramps are in place located into any area with raised steps	None	Site management team	Ongoing

Toilets	Sufficient number of accessible toilets throughout the building	None	Site management team	Ongoing
Reception area	Accessible reception area that is well lit and clearly sign posted. Access through automatic wide door. Reception desk has been modified to meet Equality Act requirements.	None	Site management team	N/A
Internal signage	All well signed posted and well lit	Regular maintenance schedule in place to ensure signage has not been damaged, defaced or removed and that lighting is in good working order	Site management team	Ongoing
Emergency escape routes	Regulation compliant including evacuation aids	Annual maintenance and audits	Site management team/ LGB	Ongoing

Appendix 2: Accessibility audit Elmlea Junior School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 floors	None	Site management team	N/A
Corridor access	Adequate corridor space	Ensure corridor space is not compromised or reduced by furniture.	SLT	Ongoing
Parking bays	Dedicated disabled parking bays in all car parks and clearly marked	None	Site management team	Ongoing
Entrances	Entrance to the building is accessed by an automatic door on a level access.	Regular maintenance schedule in place to ensure automatic doors are always in working order	Site management team	Ongoing

Ramps	External ramps are in place located into any area with raised steps	None	Site management team	Ongoing
Toilets	Sufficient number of accessible toilets throughout the building	None	Site management team	Ongoing
Reception area	Accessible reception area that is well lit and clearly sign posted. Access through automatic wide door. Reception desk has been modified to meet Equality Act requirements.	None	Site management team	N/A
Internal signage	All well signed posted and well lit	Regular maintenance schedule in place to ensure signage has not been damaged, defaced or removed and that lighting is in good working order	Site management team	Ongoing
Emergency escape routes	Regulation compliant including evacuation aids	Annual maintenance and audits	Site management team/ LGB	Ongoing