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Review Requirement:		3 years		
Approval Level:		Governing body, individual governor or headteacher		

Elmsleigh Infant and Nursery School

Accessibility Plan

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

Elmsleigh Infant 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.

This is underpinned by our core values of respect, responsibility, resilience, compassion, community and ambition which were developed in 2022 and are embedded into our culture, ethos and curriculum.

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

Elmsleigh Infant and Nursery School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010 (see below), including understanding disability issues.

Discrimination means treating you **unfairly** because of who you are. The **Equality Act 2010** protects you from discrimination by:

- employers
- businesses and organisations which provide goods or services like banks, shops and utility companies
- health and care providers like hospitals and care homes
- someone you rent or buy a property from like housing associations and estate agents
- schools, colleges and other education providers
- transport services like buses, trains and taxis
- public bodies like government departments and local authorities.

There are nine **protected characteristics** in the Equality Act. Discrimination which happens because of one or more of these characteristics is unlawful under the Act. We all have some of these characteristics - for example, sex or age - so the Act protects everyone from discrimination. If you're treated unfairly because someone thinks you belong to a group of people with protected characteristics, this is also unlawful discrimination.

What are the protected characteristics?

The **characteristics** that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Discrimination by association

The Act also protects you if people in your life, like family members or friends, have a protected characteristic and you're treated unfairly because of that. This is called **discrimination by association**.

Elmsleigh Infant and Nursery 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, 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 pupils, 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 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.

Previous building modifications have included installation of 2 wheelchair lifts so that access is now available to all levels. In addition, a wheelchair ramp was installed at the main entrance in August 2016. We have 3 accessible toilets throughout the building in rainbow room, shower room and Year 1. We have also further developed a Year 1 classroom to make it safer for visually impaired children by removing a partition and have installed electronic gates as previously identified on our plan.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, specialists within Esteem Multi-Academy Trust, and of appropriate health professionals from the local NHS Trusts.

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Signed on behalf of staff Date:

Signed on behalf of Governing BodyDate.....

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
<u>Short Term</u>	Ensure that the school environment is calming for all learners.	Use low lighting, consider calming colours (hessian) Use fairy lights to provide softer settings.	Children will be able to access their learning in a calm environment.	ongoing	Elmsleigh will continue to be a magical learning environment.
	Encourage all learners to access learning feeling calm and happy	CPD for staff and pupils to access and use Zones of Regulation across the whole day Further enhance the school with resources to support the Zones of Regulation.	Children will be able to talk about their feelings and strategies to help them to access learning and feel happy	Spring term	Learners who struggle to regulate due to their age or disability have strategies in place to support them in regulation.
	Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	All children access all aspects of the curriculum.	As required / ongoing	The school reacts to the needs of both adults and children so that the physical environment is accessible
	Any redecorating work within the school is sympathetic to the Sensory Impaired. Maintain hi-vis markings on stairs etc	Advice taken re: lighting and colour schemes before any further decorating takes place.	The school decorates in a way that is sympathetic to the VI and ASD learner, with lower-stimulation displays and - where appropriate - acoustic floor coverings	ongoing	The school reacts to the needs of both adults and children so that the physical environment is safe and accessible

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	To further enhance the provision for the ERS children by offering further inclusion opportunities in mainstream classrooms.	Following on from analysis of behaviour for learning, enable most ERS children to access afternoons in mainstream.	Role models and higher expectations will be embedded	Ongoing	Children will have wider opportunities to embed their learning experiences.
<u>Medium Term</u>	To ensure the school develops children's awareness of disability .	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light termly inclusive assemblies	When needed, the school provides written materials in alternative formats.	As required	Embed equality ethos.
		Invite people with disabilities into school.	Inclusion offer is widely accepted.	Ongoing	Embed equality ethos
		Use opportunities to show people with disabilities in a positive light: eg Paralympics	Enhancement of equality.	Ongoing	Embed equality ethos
<u>Long Term</u>	To make reasonable adjustments to children with hearing impairment.	Explore carpet for Year 1 classroom to soften the noise. Explore equipment such as a radio aids (a	Children with hearing impairment will have greater access to the teaching input thus enhancing teaching and learning.	On-going	Warmer classroom for sustainability. No background noise for child with hearing

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		microphone worn by the teacher that work with hearing aids or implants) or a soundfield system to help them hear their teachers.			impairment and improved audio.
	Any future plans for further development of the building take DDA issues into account.	Work with LA and architects when planning modernisations.	Where it can be reasonably achieved, the school building continues to be accessible for all.	Ongoing	Access to all levels of building – 2 wheelchair lifts and main entrance ramped.

Signed:

(Chair of



Governors)

Ratified on