

Elmore Green Primary School Accessibility Plan and Equality Duty  
2024 to 2027



Date reviewed:	June 2024
Reviewed by:	P Jones-McDonald
Date adopted:	June 2024
Governor Signature:	

## Elmore Green Primary School Accessibility Plan and Equality Duty 2024 to 2027

### Vision Statement

Under the Equality Act 2010 schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The equality duty (Equality Act 2010) extends to all those with **protected characteristics**. This makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

### General equality duty

The **Public Sector Equality Duty** (PSED) has three main elements. In carrying out their functions, public bodies must have due regard to the need to:

1. **Eliminate discrimination** and other conduct that is prohibited by the Act,
2. **Advance equality of opportunity** between people who share a **protected characteristic** and people who do not share it,
3. **Foster good relations** across all characteristics - between those who share a protected characteristic and those who do not.

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The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The guidance suggests that it is good practice for schools to keep a note of any **equality consideration**, and that publishing it will help to demonstrate that the due regard duty is being fulfilled.

### **Eliminating discrimination and other conduct that is prohibited by the Act**

Evidence that the school is aware of the requirements of the Act and is complying with the duties may include:

- Copies of policies (for example, the behaviour policy, child protection policy, curriculum policy) where included information has been effective in increasing school's ability to eliminate discrimination, reduce bullying etc.
- Awareness raising sessions with Governors, staff and pupils and the impact of these.
- Information on the action the school has taken to reduce discrimination such as responding to feedback from parents and pupils.
- Impact of aspects included within the curriculum aimed at eliminating discrimination and samples of work produced e.g. photographs of displays.

### **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

Evidence of compliance with this aspect might include:

- Recording of feedback from pupils/parents on action taken to reduce gaps in attainment between diverse cohorts of pupils e.g. providing social skills support or a sanctuary for those with autistic spectrum disorders
- Evaluation of action taken by the school to remove/minimise disadvantages experienced by disabled pupils e.g. additional support evidenced through TAs timetables, increased use of IT to reduce reliance on reading text etc.
- Steps to meet the particular needs of those with a disability through reasonable adjustments evidenced through teachers planning.
- Accessibility plans aimed at increasing active participation.

### **Fostering good relations across all characteristics**

- The evidence that schools might use to demonstrate this might include:
- Identifying and evaluating the impact of curriculum content that aims to promote tolerance and friendship and develop understanding of different disabilities.
- Recording of activities (school/class organisation for instance) that aims to reduce prejudice and increasing relationships between diverse pupil groups.

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- Impact of increased involvement with local communities/ partnerships with other schools that is aimed at increasing empathy between different groups of pupils

### Specific duties:

#### The specific regulations require schools since April 2012:

- To publish information to demonstrate how they are complying with the new PSED, and
- To prepare and publish equality objectives.

These objectives will relate to all the protected characteristics and not just to disability. Schools will then need to update the published information at least annually and to publish objectives at least once every four years.

**In addition to its inclusion within the PSED equality objectives**, schools have a duty to make **reasonable adjustments** for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where something a disabled pupil is placed at a disadvantage compared to other pupils, then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

### Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the SEN route. Cost will play a major part in determining what is reasonable.

The guidance states that many pupils with a disability will have an Education Health and Care Plan (EHCP). However, if the EHCP doesn't provide the necessary aid, then the duty to consider reasonable adjustments and provide these will fall to the school. The reasonable adjustments duties on schools are intended to complement the **accessibility planning** duties and the existing EHCP provisions which are part of education legislation.

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In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

### **Accessibility Plan**

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Elmore Green Primary School, the plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current plan will be appended to this document.

Elmore Green Primary School are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The school's Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Elmore Green Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to

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taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Elmore Green Primary School's accessibility plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The accessibility plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour and Discipline Policy
- Curriculum Policy
- Health & Safety Policy
- Single Equality Policy

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- School Prospectus
- School Development Plan
- Special Educational Needs & Disabilities Policy

The accessibility plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and General Purposes Committee

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we encourage regular dialogue with school staff regarding issues of disability. We also liaise with health professionals wherever possible.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access.

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### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people. In these instances, school will always strive to work with pupils, parents and carers and relevant outside agency providers to enable the best possible alternative provision available.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents/carers and staff.

### **Access Audit**

The school is a single storey building with narrow corridors. Despite being single story there are raised entry points to three external classrooms and the dining hall. Access to these parts of the building involve 1-3 steps, although one of the rooms has ramp access also.

One corridor has 3 steps, however access to all rooms is maintained by a ramp on an alternative route. The stepped area in the corridor also has provision for a ramp to be used in the event of an emergency (should it be required) and several access points from outside. The hall is on the ground floor and is accessible to all. All steps have alternate coloured edging and handrails.

On-site car parking for staff and visitors includes one dedicated disabled parking bay, which is located at the front of the building. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

There is a disabled toilet facility available building, which is fitted with a handrail and a pull emergency cord.

There are no intimate care facilities beyond the disabled toilet, which is not large enough to accommodate a changing table/bed'



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The school has internal emergency signage and escape routes are clearly marked.

**Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority

**Action Plan**

**Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with Nursery providers to review potential intake for each September	To identify pupils who may need additional to or different from provision for the intake from the previous year.	Annually (Summer term of each year)	SLT EYFS staff	Procedures/equipment/ ideas set in place by September each year.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing Annually	SLT All subject leaders	All policies clearly reflect inclusive practice
To establish close liaison with parents and carers	To ensure collaboration and sharing between school and families.	Ongoing Annually	SLT All Teachers	A clear collaborative working approach is evident

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<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To establish close liaison with outside agencies for pupils with on-going health needs (eg children with severe asthma, epilepsy, diabetes or mobility issues)	To ensure collaboration between all key personnel	Ongoing Annually	SLT TAs Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered</li> <li>• The use of specific assessment systems to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Use of ICT to support curriculum areas</li> <li>• Specific equipment sourced from outside agencies (eg Occupational Therapy)</li> <li>• Support from Advisory Teachers and outside agency professionals</li> <li>• CPD for staff</li> </ul>	On-going	SLT	Advice taken and strategies evident in classroom practice. Children with identified needs supported and accessing curriculum
To finely review attainment of SEND pupils.	Termly SEND review meetings Termly Pupil Progress meetings Regular liaison with parents/carers (including on Dojo)	Termly	AHT Class teachers	Review process shows clear steps and progress

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<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>☐ Wheelchair access</li> <li>☐ Screen magnifier software for the visually impaired</li> <li>☐ Specialist training for relevant staff</li> <li>☐ Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>☐ Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
Classrooms and learning areas are optimally organised to promote the participation and independence of all pupils.	Regularly review and implement a preferred layout of furniture and equipment to support the learning process in individual classes and learning areas.	Ongoing	Class teachers	All classrooms and learning areas are organised to promote the needs of all pupils.
To evaluate and review the above short and long term targets annually	<i>as above</i>	Annually	SLT Link Governor	Good progress is being made towards all targets.
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Termly Link Governor meetings	SLT Link Governor	Governors fully informed about provision and progress of all children

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**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Improve physical environment of school	The school will take account of the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
To have a fully accessible child's toilet	Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	by December 2024	LA	All work to be completed and signed off by the deadline
Ensuring all with a disability are able to be fully included.	<ul style="list-style-type: none"> <li>□ Create access plans for individual disabled children.</li> <li>□ Undertake confidential survey of staff and governors to ascertain access needs.</li> </ul>	With immediate effect, to be continually reviewed	SLT	Enabling needs to be met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent and carer interviews, liaise with external agencies, identifying training needs and establish individual health care plans where needed.	With immediate effect, to be continually reviewed	SLT	Individual Health Care Plans are complete and contain up-to-date information for all pupils that require them.

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Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>□ Include questions in the confidential pupil information questionnaire about the access needs of parents and carers and ensure they are all accounted for.</li> <li>□ Utilise a disabled parking space for disabled parents to drop off &amp; collect children</li> <li>□ Offer a telephone call to explain letters home for some parents who need this</li> </ul>	With immediate effect to be continually reviewed	Whole school team With immediate effect to be continually reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
<b>Longer Term Targets</b>				
	School to continue to have strong links with schools in Local Authority and the wider community.	On-going	SLT All staff	Improved awareness of disabilities within the wider community. Improved community cohesion
Continue to develop playgrounds and facilities.	Look for funding opportunities	On-going	Whole school approach	Inclusive child-friendly play areas

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To support and engage parents and carers with learning difficulties	Regular communication with parents and carers. Support provided for all consultation meetings (including Parents' evenings)	On-going	SLT All staff	Two-way communication in place and evident.

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<p>To enable improved access to written information for pupils, parents and visitors.</p>	<ul style="list-style-type: none"> <li>☐ Explore alternatives to written communication.</li> <li>☐ School message platform (Dojo) to include translation option.</li> <li>☐ Investigate symbol software to support learners with reading difficulties.</li> <li>☐ Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>☐ Auditing all school resources to ensure the availability of large font, dyslexia friendly and easy-read texts.</li> <li>☐ Auditing signage around the school to ensure that is accessible to all</li> </ul>	<p>On-going</p>	<p>SLT All staff</p>	<p>All children and parents able to access school information</p>
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<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> <li>□ Information collected about new children.</li> <li>□ Records passed up to each class teacher.</li> <li>□ End of year class teacher meetings</li> <li>□ Annual reviews</li> <li>□ SEND review meetings</li> <li>□ Medical information updated annually for all children</li> <li>□ Individual health care plans to be displayed in the staffroom</li> </ul>	Annually	SLT Office staff Class teachers TAs providing 1 to 1 support	Each teacher/staff member aware of disabilities/ difficulties of children in their classes