

## Accessibility plan, 2022-25

### **Section 1: Vision statement**

#### Purpose of the Plan

The purpose of this plan is to show how Ellis Guilford school intends, over time, to increase the accessibility of our school for disabled pupils. Ellis Guilford 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.

#### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

#### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Objectives
- Equality Policy
- Staff Development Handbook
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Academy Development Improvement Plan

The Academy's complaints procedure covers the Accessibility plan.

## Staff Development

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.

## Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

## Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Ellis Guilford School will address the priorities identified in the plan.

The plan is valid for three years 2022-2025. It is reviewed annually.

Approved by: .....J Girling.....

Date: .....9/9/23.....

Next review date: .....8/9/24.....

## **Section 2: Aims and objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims:

This audit and plan covers all three main strands of the planning duty:

1. Physical access- improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, a small number of adapted toilets and washing facilities.

The school comprises two main buildings, one built in 2014 and the other in 1960's. In both buildings there are lifts to allow disability access.

Ellis Guilford has some constraints due to the age and condition of the building. The school is a multi- building site which comprises new, purpose designed and built specialist teaching areas with a lift, a 1960's building with extensive changes in floor levels, steps and stairs. The school will take reasonable measures to ensure access. However financial, practical and design constraints do apply.

2. Learning Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training. Many adjustments to access will be dependent on individual needs. These adjustments are collated into an Assess, Plan, Do, Review (APDR) which is updated regularly for each student and shared with teaching and pastoral support staff.

3. Information Access to - improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Ellis Guilford School and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation

### Physical access audit and plan

**1 = Adequate – No action at present**

**2 = Review in one year**

**3 = Ongoing Review**

**4 = Immediate Action**

Item	Issue	1	2	3	4	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?	x				Students' needs are met as and when required
2	Are pathways and routes logical and well signed?	x				Signage has been updated and a new way-finding system is in place.
3	Do you have emergency and evacuation procedures to alert all students?			x		Fire Drill occurred Summer Term 2023
4	Is appropriate furniture & equipment provided to meet the needs of individual students?			x		Ongoing review of student need.
5	Do furniture layouts allow easy movement for students with disabilities?	x				Most furniture is free standing and can be moved to accommodate needs. Furniture that is fixed is suitable for disabled access
6	Are quiet rooms/calming rooms available to children who need this facility?	x				Individual withdrawal including before school, at break and lunch times and after school.
7	Are car park spaces reserved for disabled people near the main entrance?	x				
8	Are there any barriers to easy movement around the site and to the main entrance?	X				
9	Are steps needed for access to the main entrance?	x				There is a sloped entrance from the disabled car parking space.
10	Do all those steps have a contrasting color edging?		X			Steps have contrasting edges which are renewed throughout the academic year.

11	If there are steps, is a ramp provided to access the main entrance?	X				See 9
12	Is there a continuous handrail on each ramp and stair flight and landing?	X				Ramps and stairs have handrails
13	Is it possible for a wheelchair user to get through the doors	X				Outer and inner entrance doors are automatic
14	If there is a lobby at the principal entrance, is it for a wheelchair user to negotiate the doors?	X				Inner doors are electronic. Widened doors access main school corridor
16	Do all internal doors allow a wheelchair user to get through unaided?		X			Internal lifts support pupils into areas where internal doors are wider
17	Do all the corridors have a clear unobstructed width of 1.2m?	X				
18	Does each block have a wheelchair accessible toilet?	X				Wheelchair accessible toilets are situated in the reception area and the Guilford Building
19	Does the relevant block have accessible changing rooms/ shower facilities?	x				Male and female changing room have accessible changing and shower within the PE block.
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	X				Block is on one level.
21	Is there a continuous handrail on each internal stair flight and landing?	X				
22	Does each block have a lift that can be used by wheelchair users?	X				
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state				X	
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?			X		Helpers are assigned to wheelchair users in the case of evacuation – all areas are accessible but some areas could be slow to evacuate
25	Are non-visual guides used to assist people to use the buildings?			X		Would require specific risk assessments based on individual need.
26	Could any of the décor be confusing or disorientating for students with disabilities?		X			Would require specific risk assessments based on individual need.

27	Is a hearing induction loop available (either fixed or mobile)			X	Would require specific risk assessments based on individual need.
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)			X	Upgrade required

## Learning access and audit

VI = Visually Impaired HI = Hearing impaired PI = Physically impaired

Item	Issue	1	2	3	4	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X				Specific training for education staff to meet needs of pupils currently in school
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X				Arrangements are in place for staff to have training and external agencies support the SENDco in ensuring training is regularly updated.
3	Do all staff seek to remove all barriers to learning and participation?	X				Staff have had training regarding how to support students with SEND within the classroom.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress	X				Quality First Teaching strategies implemented across all lessons. Pupil passports continually updated for teaching staff to outline key strategies to support children with SEND. Students with SEND have individual targets as part of the APDR process. Interventions are targeted to ensure individual needs are being address
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X				Curriculum is reviewed regularly • Adaptions made in line with National Curriculum expectations, including enrichment opportunities
6	experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	X				Alternative ways of giving access to experiences are provided, dependent on individual needs. For example adaptations are made to ball games to include all students.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X				Plans in place for students that have TA support. Curriculum planning considers reasonable adjustments.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X				Pupil passports in place with reasonable adjustments
9	Do you provide access to appropriate technology for	X				Technology available re: Chromebooks etc.

	those with disabilities?					
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	X				
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	X				