



**Elms** Bank  
School & College

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Learning Partnership

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# Accessibility Plan **Elms Bank**

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**Elms Bank Document:**

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**Changes History:**

| Version | Date     | Amended by: | Substantive changes: | Purpose       |
|---------|----------|-------------|----------------------|---------------|
| 1.0     | May 2022 | OLS         | New document         | First release |
|         |          |             |                      |               |



### Aims of the Accessibility Plan:

This plan outlines how Elms Bank aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The QEB board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- QEB members.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The accessibility audit

1.1 The QEB board will undertake an annual Accessibility Audit.

1.2 The audit will cover the following three areas:

**Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

**Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

**Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3 When conducting the audit, the QEB board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

**Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid

**Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired

**Visual disabilities** – this includes those with visual impairments and sensitivities

**Auditory disabilities** – this includes those with hearing impairments and sensitivities

**Comprehension** – this includes hidden disabilities, such as autism and dyslexia



1.4 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6 The actions that will be undertaken are detailed in the following sections of this document.





### Planning duty 1: Curriculum

|                   | Issue  | What   | Who  | When        | Outcome  | Review      |
|-------------------|--|--|--|-------------|--|-------------|
| <b>Short term</b> | KS5 Nurture and SP students can not attend college site full time. | College environment not suitable for all students. | Headteacher/LA/CEO/Governors/DFE/SENCO/Nurture and SP Middle Leader. | Summer 2022 | Nurture students have a two tiered curriculum planned for them with access to minibuses to transfer them to college. SP students have bespoke curriculum planned for them with access to opportunities with KS5 peers. | Autumn 2022 |



|                    |   |   |                                  |                |   |             |
|--------------------|---|---|----------------------------------|----------------|---|-------------|
| <b>Medium term</b> | Capacity for September 2022 needs extending for Nurture Pathway, Specialist Provision, Explore Pathway and College. | Developments of curriculum and teaching personnel needs to be undertaken. | Headteacher/LA/CEO/Governors/DFE | September 2022 | School is aware of capacity issues and LA have a strategic plan on how to address them. | Autumn 2021 |
| <b>Long term</b>   | College children will access education on the same site.  | College Provision and site will be secured.                               | Headteacher/LA/CEO/Governors/DFE | Summer 2025    | School buildings are fully accessible for all college students.                         | Autumn 2022 |





## Planning duty 2: Physical environment

|                    | Issue  | What  | Who   | When           | Outcome  | Review      |
|--------------------|--|---|---|----------------|--|-------------|
| <b>Short term</b>  | Capacity for September 2021 needs extending for Nurture Pathway.<br><br>Improvement of pathways in sensory garden needed for Thrive Pathway. | Development of Blue Base Kitchen and Independent Living Room to create new facilities for Nurture Pathway.<br>Pathways for Sensory Garden being improved. | Site Manager/LA Buildings Dept.<br><br>Site Manager | Summer 2022    | School is aware of accessibility barriers and capacity issues and will be reviewing on going issues. | Summer 2022 |
| <b>Medium term</b> | Capacity for September 2022 needs extending for Nurture Pathway, Specialist Provision, Explore   | Extensions needed on EB main site to accommodate ongoing growth and a strategic plan around the   | Headteacher/LA/CEO/Governors/DFE                    | September 2022 | School is aware of capacity issues and LA have a strategic plan on how to address them.              | Autumn 2022 |



|                  |   |  |                                  |             |   |             |
|------------------|---|--|----------------------------------|-------------|---|-------------|
|                  | Pathway and College.<br><br>In depth Accessibility Plan to be undertaken at The Unsworth Centre and Fairfield Hospital. | college is also needed.<br><br>Accessibility plan to be commissioned | Site Manager                     | Autumn 2021 | School is aware of accessibility issues at other two sites.     | Spring 2022 |
| <b>Long term</b> | College children will access education on the same site.  | College Provision and site will be secured.                          | Headteacher/LA/CEO/Governors/DFE | Summer 2024 | School buildings are fully accessible for all college students. | Autumn 2022 |





### Planning duty 3: Information

|                   | Issue  | What  | Who            | When                 | Outcome   | Review      |
|-------------------|--|---|----------------|----------------------|---|-------------|
| <b>Short Term</b> | School aware that the extensive information needed for each pupil needs to be streamlined and central. | All student documents to be streamlined.                      | SENCO          | Summer – Autumn 2021 | School has streamlined systems for all student records and coordination across all records. | Autumn 2021 |
|                   | School are aware that some policies need to be accessible to students and parents.                     | School to hold working party with parents and school council. | SENCO and CLAS |                      | School has accessible policies for all stakeholders.  |             |



|                    |  |   |                       |             |   |                         |
|--------------------|--|---|-----------------------|-------------|---|-------------------------|
| <b>Medium term</b> | School signs are not accessible to all students with visual impairment/complex needs | School signs to be redesigned with object of reference, braille and switches. | SENCO, SALT           | Autumn 2021 | Main school and college signs accessible to all students. | Autumn 2021/Spring 2022 |
| <b>Long term</b>   | School website to be more accessible to all stakeholders                             | Audit of website  | SBM/Headteacher/SENCO | Summer 2021 | Website is fully accessible                               | Spring 2022             |

