

Inclusion is at the
heart of our trust



Accessibility Plan



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Introduction

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 Equality 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.

As a specialist setting, Elms Bank is committed to providing an inclusive environment in which all pupils can access learning, develop independence and participate fully in school life regardless of disability, need or difference.

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 the timescales set out in this plan and will take account of pupils' individual needs, views and aspirations, alongside the views of parents/carers.

The Senior Leadership Team 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.

1. Roles and responsibilities

The headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring the implementation and effectiveness of this plan.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the trust, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Headteacher and Senior Leadership Team to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school and advising the Headteacher in relation to those needs as appropriate.
- Supporting the monitoring and evaluation of accessibility arrangements across the school.
- Advising staff on reasonable adjustments, communication support and specialist provision required to meet pupils' needs.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

2. The Accessibility Audit

The senior leadership team will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** - the senior leadership team will assess the extent to which pupils with disabilities can access learning, participate in school activities and achieve their individual outcomes as independently and effectively as possible.
- **Access to the physical environment** - the senior leadership team will assess the extent to which pupils with disabilities can safely access and use the physical environment, facilities and resources available within school.
- **Access to information** - the senior leadership team will assess the extent to which pupils with disabilities can access information in formats that meet their individual communication and learning needs.

When conducting the audit, the senior leadership team will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Mobility and physical disabilities** - including pupils who use wheelchairs, mobility aids or require physical support to access the environment.
- **Dexterity difficulties** - including pupils whose ability to manipulate objects and equipment may be affected.
- **Visual impairments** - including pupils with visual impairments and visual sensitivities.

- **Hearing impairments** - including pupils with hearing impairments and auditory sensitivities.
- **Communication, interaction and cognition needs** - including autism, learning disabilities, speech, language and communication needs and specific learning difficulties.
- **Sensory processing needs** - including pupils who experience sensory sensitivities or require sensory regulation support.

Monitoring and Review

- The Accessibility Plan will be reviewed annually by the Senior Leadership Team and Governing Body.
- Progress against the actions identified within the plan will be monitored throughout the year and reported to governors as part of the school's wider self-evaluation and improvement processes.
- The Accessibility Audit findings will be used to inform future priorities and updates to the Accessibility Plan.



Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Curriculum pathways must continue to meet the diverse needs of pupils across the school and college.	Complete an annual accessibility audit of curriculum pathways, communication supports, accreditation routes and EHCP outcomes.	Headteacher, Assistant Headteachers, SENCO	Autumn 2026	Accessibility barriers identified and addressed through curriculum planning.	Summer 2027
	Staff require ongoing specialist training to meet increasingly complex needs.	Deliver annual training in autism, communication, sensory regulation, positive behaviour support, medical needs and assistive technology.	Headteacher, SENCO, External Professionals	Ongoing	Staff confidence and expertise maintained and developed.	Annual
Medium term	Some pupils require additional communication support to access learning.	Continue to develop the use of AAC, communication aids, visual supports and assistive technology across school and college.	SENCO, SALT, Class Teams	2026-2028	Pupils can access learning and communicate effectively using appropriate supports.	Annual
	Educational visits and enrichment opportunities must remain accessible for all pupils.	Ensure accessibility and individual needs are considered within all educational visit planning and risk assessments.	Visit Leaders, SENCO, Class Teams	Ongoing	All pupils can participate in enrichment activities safely and meaningfully.	Annual

Long term	Pupils require increasing opportunities to develop independence and preparation for adulthood skills.	Review and enhance independence, employability and community-based learning opportunities.	Senior Leadership Team	2027-2029	Pupils successfully develop skills for adulthood and increased independence.	Annual
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Accessibility needs across the site require regular review.	Complete an annual accessibility audit of the physical environment.	Site Manager, SBM, SLT	Annual	Accessibility barriers identified and addressed.	Annual
	Pupils require accessible sensory regulation spaces.	Review sensory spaces and regulation areas to ensure they meet the needs of current pupils.	SLT, Pathway Leads	2026-2027	Pupils have access to suitable sensory and regulation environments.	Annual
Medium term	Signage and wayfinding may not be accessible to all pupils and visitors.	Develop consistent visual signage using symbols, visuals and accessible design principles.	Site Manager, SALT, SENCO	2027	Improved navigation throughout school and college.	Annual
	Pupils with sensory and physical needs require continued access to appropriate facilities.	Review classroom environments, lighting, acoustics and accessibility adaptations through annual audits.	Site Manager, SLT	Ongoing	Learning environments remain accessible and supportive.	Annual

Long term	Future developments must reflect changing pupil needs.	Ensure accessibility is considered within all refurbishment, building and development projects.	Central Team, SBM, Site Manager	Ongoing	School buildings remain fully accessible and inclusive.	Annual
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Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Information relating to pupils and provision needs to be accessible and consistent.	Review and streamline pupil information systems to ensure key information is easily accessible to staff.	SENCO, SLT	2026-2027	Consistent and accessible pupil information systems in place.	Annual
	Key information is not always available in accessible formats.	Develop Easy Read, visual and accessible versions of key pupil and parent documents where appropriate.	SENCO, SALT, SLT	2026-2028	Families and pupils can access information in formats that meet their needs.	Annual
Medium term	Signage and information are not accessible to all pupils with complex communication or sensory needs.	Develop accessible signs and symbols throughout school and college using visual supports, object cues and other specialist approaches where appropriate.	SENCO, SALT, Site Manager	2027-2028	Increased independence and navigation across the site.	Annual
	Parent and carer communications may require alternative formats.	Ensure translation, interpretation and alternative formats are available on request.	Administration Team	Ongoing	Improved accessibility of information for families.	Annual

Long term	Digital information must remain accessible for all stakeholders.	Undertake an annual website accessibility review and implement any required improvements.	SBM, Trust Marketing Team, Headteacher	Annual	Website meets accessibility requirements and can be accessed by all stakeholders.	Annual
	Technology should continue to improve access to information.	Explore and implement new technologies that support communication and accessibility.	SLT, IT Lead	2027-2029	Increased independence and access to information for pupils and families.	Annual