

Elmley Castle Church of England First School
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Elmley Castle CE First School Accessibility Plan 2021-2024

‘ May God give you heaven’s dew and Earth’s richness.’ Genesis 27:28.

‘As a community we grow and flourish together. Through our core values, we seek a lifelong love of learning, pursuing wisdom and excellence so everyone achieves their best. We create opportunities to explore our own sense of spirituality and encourage all to live with thankful, forgiving hearts, respecting the preciousness of our world.’

A Little Piece of Heaven on Earth

Purpose of the Plan

The purpose of this plan is to show how Elmley Castle CE First School intends, over time, to increase the accessibility of our school for disabled pupils.

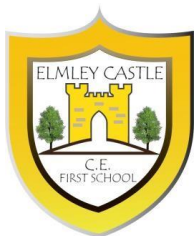
Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA’s against either current or prospective disabled pupils in their access to education. It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the 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, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events.



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The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. Elmley Castle CE First School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and,

wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders, we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

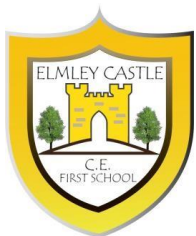
The majority of the school building and playground is accessible for a child or adult in a wheelchair. The only part of the building that is not suitable for wheel chairs is the upstairs which is used mainly for storage and Class 2 which has steps leading up to the main door.

The Current Range of Disabilities within Elmley Castle CE First School

It is rare for the school to cater for children with disabilities. Should children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We sometimes have a few children who have asthma and all staff are kept aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children may have allergies or food intolerances/cultural food choices. All medical information is collated and shared with staff.

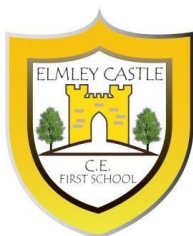
We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.



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Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
Ensure that the Accessibility Plan becomes an annual item at the FGB meetings	Clerk to governors to add to list for FGB meetings.	Adherence to legislation	Annually	
Improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues	On-going	
Ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	On-going	
Ensure children with allergies, including peanut allergies are appropriately cared for	Annual training for all staff in use of Epi pens when necessary Staff vigilance	Episodes are avoided as much as possible In the event of an episode staff act quickly and competently to support the child	On-going	
PHYSICAL ENVIRONMENT				
Ensure that, where possible, the school buildings and grounds are accessible for all	Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve	On-going	



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children and adults and continue to improve access to the school's physical environment for all	Audit of accessibility of school buildings and grounds by Governors.	access.		
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from advisory teachers when appropriate	All children have access to the appropriate environment	On-going	
Improve external and internal environment access for visually impaired people	Renew yellow strip mark step edges when necessary	Visually impaired people feel safe in school grounds and in school buildings	On-going	
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	All disabled pupils and staff working alongside are safe in the event of a fire	On-going	
CURRICULUM				
Continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed	Staff are able to enable all children to access the curriculum	On-going	
Ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc	Review of out of school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met	On-going	
Provide specialist equipment to promote	Assess the needs of the children in each class and provide equipment as needed.	Children will develop	Reviewed termly by	



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participation in learning by all pupils.	eg. special pencil grips, headphones, writing slopes etc.	independent learning skills.	SENCo	
Meet the needs of individuals during statutory end of KS1 tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve of their best	Annually	
WRITTEN/OTHER INFORMATION				
Ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary.	As needed	
Ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress	Termly	

