



*Elmley Dray
School*

Accessibility Plan 2023-2026

Purpose of Plan

The purpose of this plan is to show how Elmley Dray School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all learners (children and vulnerable adults) with a disability can take full advantage of their education and associated opportunities. Elmley Dray School is a specialist environment for those with hidden/mental disabilities but this plan refers to those who may have physical disabilities which could substantially adversely affect the ability of the learner, staff member or visitor to carry out normal activities within our environment.

Key Aims

To increase and eventually ensure that learners, potential learners and visitors with a disability that they have:

- total access to our setting's environment and information and
- that learners have full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equality and diversity policy, the independent school standards and health and safety.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled learners or clients provision of education and associated services
 - Not to treat disabled children, young people and adults less favourably
 - To take reasonable steps to avoid putting disabled learners at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties the Director(s) and Headteacher have regard to the Equality Act 2010

Our educational setting

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- The setting provides all learners with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Legislation

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a learner with disabilities faces in comparison with a learner without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Increasing Access for disabled learners to the school curriculum

This 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.

- The curriculum is written specifically to enable full inclusion for all, taking account of disabilities, and providing reasonable adjustments for further debilitating factors in the short term (such as a broken leg).

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- There is access to the site via the Emotional Wellbeing Room via an entrance gate to the right hand side of the school.
- There is access to the disabled toilet within the First Aid Room.
- Access to the classrooms (including Art and Science) within The Shurland Cottage and the Minster Cabin via a ramp.
- There are portable ramps to support access to the front of the school but access here continues to be limited.

Improving the delivery of written information to disabled learners

This will include planning to make written information that is normally provided by the school to its learners available to disabled learners. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of learners' disabilities and learners' and parents preferred formats and be made available within a reasonable time frame.

- Irlen Syndrome and Dyslexia Overlays for those who require these resources

Financial Planning and control

The Headteacher, Directors and the finance manager will review the financial implications of the accessibility plan as part of the normal budget review process.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and Director/s.

It will be approved by the Director/s.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health, fire, safety and welfare policy
- Equality, diversity and inclusion policy
- Equality objectives
- SEND information report
- SEND policy
- Administration of medication policy

Version control - Approval and review

Version No.	Approved By	Approval Date	Main Change	Review Period
1	Hayley Furnell	September 2024	Initial policy approved	Three years



Hayley Furnell, Director,
on behalf of Elmley Dray School
Dated: September 2024
Next review: September 2026

Accessibility Action Plan - Last reviewed August 2025

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To monitor accessibility to the site annually to meet needs and ensure equality	To ensure that reasonable adjustments are made for visitors to the site and indeed for staff and learners on a daily basis.	Elmley Dray School Director and Headteacher	Long term - Ongoing	Ongoing	Reasonable adjustments means that each case will be assessed individually.

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To be able to access all classrooms within the school	Provision of a 'narrow wheelchair' within the First Aid Room	Elmley Dray School Directors	Medium Term Goal	April 2024	To meet immediate need presented by a learner
To provide a temporary access for wheelchairs or buggies at the front of the school for learners	Provision of portable ramps to support access to the school from the front door	Elmley Dray School Directors	Short term Goal	April 2024	Completed

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To provide a temporary access for wheelchairs or buggies at the front of the school for parents/carers	Provision of portable ramps to support access to the school from the front door.	Elmley Dray School Directors	Short term Goal	April 2024	Completed
To provide a ground floor conference facility for those with mobility difficulties	Provision of a ground floor classroom or office to enable a conference to take place on these occasions	Elmley Dray School Directors and Head of Centre	Medium term Goal	April 2025	Timetabling may need to be adjusted for the period of a conference at the school. April 2025 - Wellbeing room to be used.

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Accessibility to the site is ensured for all learners in order to access the curriculum	The accessibility is reviewed regularly when learners take up a placement at the school. All learning takes place on the ground floor.	Elmley Dray School Director/s and SLT	Long term - Ongoing	Ongoing	Reasonable adjustments means that each case will be assessed individually.

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>To ensure that everyone can access essential information</p>	<p>To provide ongoing support and key workers for new learners</p>	<p>Key Worker Tutor</p>	<p>Short term and individualised</p>	<p>Ongoing</p>	<p>Ongoing</p>
	<p>To provide physical information in various languages and braille.</p>	<p>SLT</p>	<p>Long Term</p>	<p>September 2026</p>	
	<p>To ensure accessibility features on website.</p>	<p>SLT</p>	<p>Short term</p>	<p>Immediate</p>	<p>Completed</p>
	<p>To ensure a website accessibility statement is in place</p>	<p>SLT</p>	<p>Short term</p>	<p>Immediate</p>	<p>Completed</p>