

Elysian Accessibility Plan February 2023

Date of next review: February 2025

Site: Liss



Aims of the Accessibility Plan

This plan outlines how Elysian aims to improve access to education for children and young people with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if 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 children and young people with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable children and young people with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to children and young people with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account children and young people's disabilities and the views of parents and carers and children and young people. 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 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.

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

- Children and young people's parents and carers.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.
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This plan is reviewed every three years to take into account the changing needs of the provision and its children and young people. The plan is also reviewed where the provision has undergone a refurbishment.

The accessibility audit.

- 1.1. The Leadership Team will undertake a regular Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the Leadership Team will assess the extent to which children and young people with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the Leadership Team will assess the extent to which children and young people with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the Leadership Team will assess the extent to which children and young people with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the Leadership Team will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes children and young people 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 children and young people's disabilities and the preferences of their parents and carers.
- 1.6. The actions that will be undertaken are detailed in the accessibility action plan.

Accessibility Plan: Action Plan

Access to the curriculum				
Area reviewed	Findings	Action required	Date by	Date Completed
Provision of resources	Resources are able to be enlarged for learners with visual impairments and links are available to access Surrey Sensory Impairment service. Onsite OT is able to provide bespoke resources for learners with dexterity difficulties.	None		
Curriculum	The curriculum is highly differentiated to meet need. Learners will have a Personalised Learning Plan created on entry and reviewed regularly to ensure accessibility.	none		
Access to the physical environment				
Area reviewed	Findings	Action required	Date by	Date Completed
Entrance to site and buildings	All buildings are accessible by wheelchair and movement onto and around the site is on hard-standing and is wheelchair-friendly.	none		
Access to outdoor learning areas	Fields can be muddy and not suitable for learners with significant ambulatory difficulties.	Hard standing areas to be installed in some areas, where it will not impact on animal welfare.	September 2024	

	Learners with visual impairments can move around without unnecessary obstacles. There is limited differentiation between areas.	The Sensory Impairment Service to complete an assessment of the sight and provide suggestions	January 2024	
Indoor learning environments	All indoor areas are spacious and accessible to learners with ambulatory or visual impairments. Resources are kept tidy and out of sight to create a calm, purposeful environment for those with sensory or mental health difficulties.	None		
Access to information				
Website	All information and policies are freely available on the website and can be produced in enlarged font or explained to learners. Key information, such as staff photos and names, is very easy to access.	None		