

# Ellowes Hall Sports College



## Accessibility Plan (Part of Single Equality Policy)

Approved by Governors 7/3/2016  
To be reviewed by Governors  
March 2019

March 2016

## Elowes Hall Sports College

### Accessibility Plan October 2016-19

#### **Elowes Hall Sports College – the present situation**

- School was built in 1964
- Present buildings have narrow corridors
- 12 classrooms accessed by stairs internally
- 4 classrooms accessed by 4 flights of stairs
- 4 classrooms accessed by 2 flights of stairs
- An external site with no weather protection, several sets of stairways and several slopes
- It presents major difficulties for wheelchair access
- Few stairways are able to accommodate stair lifts
- Several areas can be reached by outside access:
  - Performing Arts Block
  - Sports Hall
  - Staff entrance
  - Disabled toilet (x block)
  - Sixth Form Block
  - Staffroom
  - Science Department
  - Learning Resource Centre
  - Reception & Administration Offices
  - Business Centre/humanities.
- Some areas would require extensive alterations to enable access:
  - Design Department
  - Humanities Department (upstairs)
  - Maths
  - Student Support Centre
  - Dining Room
  - Assembly Hall.

Since the last Access Plan there have been improvements to the site and there are now ramps for wheelchair access to buildings. Double doors have been built between the LRC and the hall to give access to the Hall for students/parents and visitors. This pathway still needs to be completed fully. The Sports Hall has been built which fully meets DDA requirements. The school reviews its disability list each academic year and caters for the needs of students with specific disabilities.

### 1) Increased access to the curriculum for disabled students

Targets	Strategies	Timeframe and costs	Success criteria
To ensure that lessons provide opportunities for all students to achieve	<p>Lessons address a variety of learning styles and are differentiated appropriately.</p> <p>Children work in a range of ways – individuals, pairs, groups and whole class</p> <p>Interactive whiteboards are used appropriately to involve all children.</p> <p>Specific staff training for support staff and teaching staff dealing with children with difficulties ie: Training to support classroom assistant working with a hearing impaired child.</p> <p>Staff regularly informed about needs of students on the disability list, not just SEN students.</p> <p>Mrs Beddow now oversees the first aid and informs staff of any medical issues and concerns of students.</p>	ongoing	<p>Lesson monitoring shows that the pitch of lessons is appropriate in most classes</p> <p>This monitoring will continue.</p> <p>Individual staff undertakes training as appropriate.</p> <p>Lessons to meet the needs of all students and improved results for students on the disability list.</p>
To ensure all students take part in physical activities	All students do PE on the curriculum. PE staff informed of any students with specific needs. Support is given to these students for PE if necessary.	September 2012 onwards.	All children to take part in PE lessons
School visits are accessible to all children irrespective of attainment or impairment	<p>Additional Support Staff are used to ensure that all children are able to access school visits. School will fund students unable to afford a visit if it is curriculum based.</p> <p>Staff trained to prepare for school trips with disabled students.</p>	<p>Ongoing</p> <p>Ongoing - in new staff development meetings each year. Regular updates throughout the year for individual students.</p>	All children within the class participate in the visit.
School inclusion policy ensures that the needs of all individuals are met to the best of the schools ability	Continued development of a range of inclusion strategies at Ellowes Hall involving multi-agency approaches.	Ongoing	There is a wide range of strategies and support for all children facing inclusion difficulties.

## 2) Improvements to the physical environment of schools to increase access to education and associated services at schools

Targets	Strategies	Timeframe and costs	Goal achieved
To provide wheelchair access to the main hall for disabled students, parents and visitors to the school.	Pathway built from double doors in the quadrangle eating area, leading down into the hall. In time for this to be covered when funds available.	To be built when funds available.	Disabled access to the hall.
To provide toilet facilities for physically disabled students/parents/visitors.	There is a disabled toilet available in the X block. There are also facilities in the new sports hall. The school needs to provide a disabled toilet in the main school for students/parents/visitors to the school. Space is limited but an ideal place would be by the existing toilets by the staff room. This would enable access during performances, presentation evenings etc	To be built when funds available.	<i>Easily accessible disabled toilet.</i>
To provide hand rails for visually impaired and physically impaired students.	There are some rails but some need to be replaced on the stairs.	Ongoing.	All stairs with repaired rails.

## 3) Improvements in the provision of information for disabled students

Targets	Strategies	Timeframe and costs	Goal achieved
To provide information that is accessible and easily understood by all.	<p>School information is written in easily understood language.</p> <p>The School Office staff will support and help parents to access information and complete forms for them.</p> <p>Parents of children with EAL are spoken to individually and children may be used as translators.</p> <p>Provide a signer for our hearing impaired parents at Parents' Evenings and presentations.</p> <p>To provide a hearing loop in reception/hall.</p>	<p><i>September 2012 onwards</i></p> <p><i>JA to investigate and cost.</i></p>	<p>All parents to be able to access school information.</p> <p>All parents to be know that the staff within the school office will be able to help and support them, and to use this service when needed.</p>

To provide information that is accessible and easily understood by all.	Maintain and further develop the school website which meets accessibility requirements and is accessible to all.	September 2012 onwards.	School website and ELLO to be accessible and available to all users.
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**Reviewed: March 2016**  
**Next review: March 2019**

## Ellowes Hall Gender Equality Policy

Targets	Strategies	Timeframe and costs	Goal achieved
<b>To ensure that all students' voices are heard</b>	School Council input Student questioning	Ongoing	Update information gathered for the action plan.
<b>Identify any gender inequalities from data</b>	Analysis of: Student achievement. Admissions, transitions, exclusions. Employing and training staff. LEA information (recruitment monitoring, workforce personal data audits, employer surveys, employees with disabilities group).	Ongoing	Inequalities identified quickly and acted on.
<b>Reduce the attainment gap between males and females.</b>	No gender bias in curriculum taught or in material used. Students consulted over curriculum design and subject choices. Identify areas with large difference in male and female performance.	Ongoing	Reduced gap between males and females in identified subject areas.
<b>Ensure that all students can participate in extracurricular activities and that through extra curricular activities gender stereotypes are challenged.</b>	Question students about extracurricular activities to inform plan.	Spring term 2013	Equal participation in extracurricular activities.
<b>Encourage students to consider alternative routes to traditional gender specific careers they choose.</b>	All year 11 to be shown equality in jobs DVD in PSE lesson. Students also work on <a href="http://www.works4me.org.uk">www.works4me.org.uk</a> . Role models to talk to students in school.  Displays around school to promote gender diversity.  Work with GERI project, Women and Equality work pack for schools, WISE campaign.  Continue to teach the importance of challenging stereotyping in all areas of school life. Subject areas and careers promoting more challenging aspirations for both genders.	Ongoing	More students considering alternative routes in education and improved performance in subjects.

<p>To ensure that neither sex is disadvantaged by the school's decisions and activities.</p> <p><b>To identify where the school can promote equality of opportunity between boys and girls and men and women.</b></p>	<p>Impact assess policies:</p> <ul style="list-style-type: none"> <li>Curriculum</li> <li>Uniform</li> <li>Bullying</li> <li>Every Child Matters</li> <li>National Healthy School status</li> <li>Admissions</li> <li>Discipline</li> <li>Sports</li> <li>Careers/Work Experience</li> </ul>	<p>Over a three year period and then new policies done as they are written.</p>	<p>No gender is disadvantaged.</p>
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**Reviewed: October 2012**

**Next review: October 2015**

## Elowes Hall Race Equality Plan

Targets	Strategies	Timeframe and costs	Goal achieved
<b>Consult stakeholders to identify any issues since the last Race equality survey</b>	School Council input Parent survey Student questioning	2013 Spring term	Update Information gathered for the action plan.
<b>Identify any race inequalities from data</b>	Analysis of: Performance of students of different race. Admissions, transitions, exclusions. Employing and training staff. LEA information (recruitment monitoring, workforce personal data audits, employer surveys, employees with disabilities group).	Ongoing	Inequalities identified quickly and acted upon.
<b>Improve school community awareness of other races</b>	To continue with global links and community cohesion work. Activities and trips offered to improve awareness of other races and communities. Display work to reflect different races.	Ongoing	No racial tension in school.
To ensure that any race is not disadvantaged by the school's decisions and activities.  To identify where the school can promote equality of opportunity between boys and girls and men and women.	Impact assess policies: Curriculum Uniform Bullying Every Child Matters National Healthy School status Admissions Discipline Sports Careers/Work Experience	Over a three year period and then new policies done as they are written.	No student is disadvantaged.
<b>Identify any racial inequalities from data</b>	Analysis of: Student achievement. Admissions, transitions, exclusions.  Employing and training staff. LEA information (recruitment monitoring, workforce personal data audits, employer surveys, employees with disabilities group).	Ongoing Put information in annual report to the governors.	Inequalities identified quickly and acted upon.

<p><b>Ensure that all students can participate in extracurricular activities and school visits.</b></p>	<p>Question students about extracurricular activities to inform plan.</p> <p>Analysis of students attending school trips.</p>	<p>Spring term 2013</p>	<p>Equal participation in extracurricular activities and school visits.</p>
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