



# Clifton Primary School

## Accessibility Plan

Created in collaboration with our legal expert



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## **Aims of the Accessibility Plan**

This plan outlines how Clifton Primary School\_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 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.

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 a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. 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 governing board 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:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

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

- **Ambulatory disabilities** – this includes pupils 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

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings	Ongoing	SENDCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of SEND children's curriculum access	Share information with all agencies involved with each child.	Ongoing	SENDCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability when appropriate.	Ongoing	EVC / SENDCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports when appropriate	Ongoing	SENCO & PE subject leader	All pupils have access to PE and are able to excel.

## Planning duty 2: Physical environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents, carers.	<ul style="list-style-type: none"> <li>to create access plans for individual disabled children as part of their IEP / EHCP process.</li> </ul>	As required	SENDCO / Class Teacher Parents/ Children	IEPs are in place for any pupils with SEND, and all staff are aware of pupils' needs.
	<ul style="list-style-type: none"> <li>to ensure staff and governors can access areas of school used in meetings.</li> </ul>	As required	Headteacher	All staff & governors and visitors/students are confident that their needs are met.
	<ul style="list-style-type: none"> <li>Annual reminder to parents, carers through questionnaire to let us know if they have problems with access to areas of the school.</li> </ul>	Ongoing process	Headteacher	Continuous monitoring to ensure any new needs arising are met.  Parents have full access to all areas of school .
	<ul style="list-style-type: none"> <li>Circulate information to relevant staff on Access to Work scheme.</li> </ul>	Annual  ongoing	Headteacher	Access to Work Information available <a href="https://www.gov.uk/access-to-work/apply">https://www.gov.uk/access-to-work/apply</a>  Volunteers and students are aware of needs of SEND children at all times.

### Planning duty 3: Information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school reflect additional languages that may be present.	Purchase appropriate signage for reception area and key facilities.	When needed	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher meetings	Ask parents about preferred formats for accessing information eg braille, other languages.	Annually in Questionnaire.	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.