



ACCESSIBILITY PLAN

Plan written by:	Plan date:	Review date:	Governing Body approval date:
Miss Nicola Leighton	September 2022	September 2025	October 2022

The United Nations Convention on the Rights of the Child (UNCRC) is based on an analysis of what children need to thrive.

UNCRC Article 3 states that adults should think about the best interests of children and young people when making choices that affect them. This plan is written with this in mind and reflects our commitment to being a Rights Respecting School.

Accessibility Action Plan (2022-2025)

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period in this instance September 2022 to September 2025.

The Accessibility Plan is structured to complement and support the school's Equality Objectives.

We are committed to providing an environment which enables full curriculum access which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Further details of each area are highlighted below:

Improving Physical Access

Improving access to the physical environment of the school, adding specialist facilities where possible – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improving Access to the Curriculum Increasing access to the curriculum for pupils with a disability, adapting the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the pupils without disability; - (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improving Communication

Improving the communication of written information to pupils, staff, parents and visitors with disabilities; examples might include letters, timetables, books and information about the school and school events; the information will be made available in various formats within a reasonable timeframe, it will also include the use of 'Class Dojo' and the school website.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This plan operates in conjunction with the following school policies:

- Accessibility Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Positive Relationships Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Improving Physical Access

At Clavering Primary, the physical environment of the school has been developed over a number of years. This has resulted in improved accessibility through ongoing premises projects including:

- installation of disabled toilet facilities,
- improved access for wheelchair users.

We review the accessibility in all areas of the school, including the outside areas, on an ongoing basis and make adaptations as required, considering the constraints of the building. This is based on the information we have about children on roll and those children who are joining Clavering Primary School. For example, we take account of the relevant legislation and needs of pupils and visitors with physical difficulties and visual and hearing impairments when planning and undertaking future improvements and refurbishment of the site and premises.

Item to be addressed	Strategy	Outcome	Responsibility	Time frame
Ensure the physical environment continues to meet the needs of people with disabilities, including physical and visual and hearing needs.	Regular Health & Safety inspections of the physical environment (at least 3 per year) carried out by H&S governors & Site Manager Concerns identified e.g. uneven playground surface, additional space required within the playground, trip hazards are recorded and actions implemented taking advice from specialists as required. (In liaison with SENCO).	All members of the school community & visitors have full access to the physical environment of the school. The school accommodates the requirements of all members of the school community & visitors.	Governing Body Headteacher SENCO	Ongoing
Ensure all new projects undertaken by the school meet DDA requirements.	Plans for new projects include DDA requirements Seek specialist advice as	All members of the school community & visitors have full access and can benefit from	Governing Body Headteacher SENCO	Ongoing

	necessary e.g. building consultant.	new premises improvements.		
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Improving Curriculum Access

At Clavering Primary, the curriculum within the school has been developed over a number of years. This has resulted in inclusive lessons for all.

We review the curriculum in all areas subjects regularly to ensure that all children are able to access lessons at their own academic level. This often results in ongoing adaptations being made as required, considering the needs of each child. This is based on the information we have on roll and those children who are joining Clavering Primary School. For example, we take account of the relevant legislation and needs of pupils and visitors with physical difficulties and visual and hearing impairments, as well as those with communication difficulties, Specific Learning Difficulties (SPLD) such as Dyslexia and Dyspraxia, as well as Autism Spectrum Disorder (ASD).

Item to be addressed	Strategy	Outcome	Responsibility	Time frame
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available. Where possible, all school activities are accessible to all disabled pupils, with reasonable adjustments when necessary.	All staff	Ongoing
Train staff in medical needs. For example, EpiPen training, Coeliac awareness or Diabetes.	Training for First Aid team and all other teaching and administration staff.	Members of staff will be trained in managing Diabetes & regularly updated as appropriate Children with serious allergies or diabetes can attend school all day and access the full curriculum.	Headteacher SENCO	Ongoing

Train staff in supporting pupils with sensory needs e.g. autism, dyslexia, dyspraxia, hearing & visual impairments.	Training from Specialist teacher team (STARS). Visits to other settings. Consult other professionals, in order to adjust the curriculum, resources, equipment and the environment as appropriate. Transition plans created and implemented.	Children with sensory needs/ specific learning needs and communication difficulties can attend school all day and access the full curriculum.	Headteacher SENCO Specialist support services	Ongoing
Train staff in supporting pupils with social, emotional and mental health needs.	Training from SEMH Specialist services including: Educational Psychology, Alliance and CAMHs. Visits to other settings. Consult other professionals to adjust the curriculum, resources, equipment and the environment as appropriate. Transition plans created and implemented for new pupils.	Children with SEMH needs can attend school all day and access the full curriculum.	Headteacher SENCO Specialist support services	Ongoing
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out-of-school provision to ensure they are inclusive. Seek specialist advice where appropriate. Create individual risk assessments where needed. Ensure resourcing including staffing, allows	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements. All out of school activities, where reasonable, are	Headteacher SENCO PESPPA Leader ASC staff	Ongoing

	all children to participate in their chosen activities.	accessible to all disabled pupils.		
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms in consultation with the Headteacher and SENCO.	Lessons start on time without the need to adjust them to accommodate the needs of individual pupils. All pupils have full access to the Early Years Curriculum and National Curriculum.	Headteacher SLT Teaching staff / support staff	Ongoing
Training for Raising Awareness of Disability of current pupils or prospective pupils.	Provide training for governors, staff, pupils, in consultation with parents. Discuss perception with staff to determine the current status of school.	Whole school community will continue to benefit by an inclusive school and social environment.	SLT and SENCO	Ongoing

Improving Written Information

At Clavering Primary, the way in which we communicate with parents and carers, as well as pupils and staff members, has evolved over a number of years.

We constantly strive to ensure that the information provided is accessible to all members of the Clavering community and that it can be viewed in variety of 'reader friendly' formats. The communication from school to families is in a number of different ways, for example: text messages, 'Class Dojo' posts, newsletters, formal letters, Family Consultation 'Face-to-face' meetings, telephone calls and informal greetings each day on the school yard by members of the Senior Leadership Team (SLT).

Item to be addressed	Strategy	Outcome	Responsibility	Time frame
Availability of written material in alternative formats when specifically requested e.g. school brochures, school newsletters and other information for parents.	The school will make itself aware of the services available for converting written information into alternative formats. Disabled members of the school community able to access school information. School will also use online purposes through the use of 'Class Dojo' and the school website.	The school will be able to provide written information in different formats when requested for individual purposes. Use of 'Class Dojo' and the school website.	Administration team, SLT and Teaching staff	Ongoing
Communication with parents and carers who have disabilities e.g. Braille, large print, 'Class Dojo' messages / posts, telephone, texting or emails, telephone appointments.	Ensure parents and carers with a disability are receiving communicative information in an accessible format/media. Newsletter/ website periodically – ask what communication needs families have e.g. sign language support.	All school information available for all who request it.	Administration team and SLT	Ongoing

	Use of 'Class Dojo' posts and messages. Seek advice as necessary on alternative formats and use of IT software to produce customised materials.			
Ensure all policies consider the implications of Disability Access.	Consider all policies in view of priorities.	Access to all aspects of school life for all pupils.	Headteacher and Governing Body	Ongoing

Review and Approval

This plan will be reviewed and approved, in conjunction with the Accessibility Policy, by the Governing Body before being added to the school website.