



Accessibility Plan

Approved by:

Curriculum and Assessment
Committee

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5
Appendix 1: Accessibility audit	6

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At Clifford Road we want to encourage and develop a love of learning for our pupils that will stay with them throughout their lives. Our aim is that they are healthy and safe, that they enjoy and achieve in all that they do and that they make a positive contribution to society and have success in the future. This is underpinned by our belief that all children should be valued and treated fairly and consistently regardless of their ability.

At Clifford Road we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Action to be taken	Person responsible	Date for actions	Success Criteria
Increase access to the curriculum for pupils with a disability	- We offer an inspiring curriculum that is rich varied and stimulating and appropriately differentiated for all pupils. - The curriculum values the way in which all children are unique and promotes respect for the views of each individual, people of all cultures and includes examples of people with disabilities.	Pupils remain engaged in their learning Pupils have aspirational expectations and attune with relevant role models	Curriculum reviewed to ensure that it provides a broad and balanced range of opportunities and that curriculum context and resourcing is wide ranging	DHT	On-going monitoring and amending as appropriate Curriculum review annually	Curriculum will be broad and balanced and include a range of contexts
	Resources are tailored to the needs of pupils who require support to access the curriculum.	All pupils will access learning opportunities	Reviews of need regularly undertaken. Budget planning ensures that resources are available	SENDCo	On-going through APDR cycle	All pupils will make good progress
	- A range of highly personalized interventions are delivered ensuring pupils receive needs appropriate teaching. - Curriculum progress is tracked continuously and formally reviewed at least termly. Individual targets are set effectively: our Assess-Plan-Do-Review procedures support those with additional needs.	All pupils will make good progress towards targets	Appropriate interventions to be facilitated according to learning needs. All interventions to be tracked for pupil progress made. Staff meeting time to allow for teachers to attend pupil progress meetings. Training and support for teachers to apply the APDR process.	SLT	Interventions to be tracked daily Pupil Progress meetings termly APDR cycles as appropriate	All pupils will make good progress
	A wide range of clubs and enrichment activities (including Early Birds reading, choir, sport, cooking, science & nature) are provided before and after school.	Pupils experience a broad range of experiences & opportunities	Trips/visitors/clubs to be organised to broaden pupils' life experiences.	SLT	Clubs reviewed termly Trips and activities throughout the year	All pupils will experience a range of visits and experiences and have access to extra-curricular opportunities.

Aim	Current good practice	Objectives	Action to be taken	Person responsible	Date for actions	Success Criteria
Improve and maintain access to the physical environment	- The environment is adapted to the needs of pupils as required. This includes: - Ramps to entrance doors at each side of building - Corridors are wide - A larger cubicle is available in both the boys' and girls' toilets. - Reasonable adjustments are made to ensure access for disabled pupils and visitors including the location and organisation of school trips.	Access and free movement for all	Access to and around the site to be monitored on an on-going basis through the termly premises walk/check. Suitable adaptations to be considered in the light of new information and changing needs. Account to be taken of the needs of children when educational visits and events are planned.	Premises Committee of the Governing Body SLT	Termly Premises committee meeting On-going as educational visits and events are planned	On-going needs are met All pupils will have access to learning activities in and out of school
	Best use is made of the limited space around the school site and options for adapting layouts to reflect needs are on-going.	All areas within the school site are utilized effectively	The Thrive Approach space (Thrive Room) is a space for SEND, mental health and wellbeing needs. Creation of 'The Hub' (old swimming pool room) as a multi-purpose area.	SLT Premises committee	Termly (On-going assessment of school site through Premises committee)	All space will be utilised regularly and effectively
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: - Internal signage - Pictorial or symbolic representations - Use of ParentMail to email letters and information home. - The School Website which is kept up to date with events including a calendar and class pages. - Regular assemblies including Phase assemblies directed specifically to pupils' age group - Use of an interpreter where necessary	To ensure that all pupils and other stakeholders are kept informed	To continue to ensure that all information is up to date and to adapt to new communication barriers as they arise.	SLT Communications Committee	On-going	Communication will be timely and effective

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body Curriculum and Assessment Committee.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility Audit

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTION
Entrances Reception	Door clearly distinguishable from the façade. Door opening permits passage of wheelchair or double buggy. Visibility through the doorway from both sides. Door furniture can be used both standing and seated height. Lobby layout enables all users to clear one door before going through the next. Signage designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels Floor surfaces are slip resistant even when wet and firm for wheelchair movement. Reception point is suitable from both sides by people in standing and seated positions.	Consider need for: Delayed closure action on door. Minimal closure pressure on door. Induction loop.	Gov premises committee	Consideration of points and action planned if necessary at Governors Premises Committee meeting
Doors	All doors serve a functional/safety purpose and are readily distinguished. People standing or sitting in a wheelchair see each other and can be seen from either side of the doors. Clear opening widths permit wheelchair access. Door handles are clearly distinguished. Door mechanisms allow for slow action closure and the door/mechanism functions are checked regularly. Door furniture/handles are at a height for standing/sitting use – see exceptions	Note double door handles on the following doors one of which is not accessible from sitting height: Nursery Reception EAL room	Gov premises committee	Consideration of points and action planned if necessary at Governors Premises Committee meeting
Horizontal movement	Corridors are wide enough and flat. There is adequate wheelchair manoeuvre space. All signs are designed and positioned to inform those with visual impairments and wheelchair users with reduced eye-levels. Lighting installation takes account of the needs of visually disabled people. Surfaces are firm for wheelchair use. Junctions between floor surfaces are arranged in a way that avoids presenting tripping hazards and causing visual confusion.	Consider that not all surfaces are slip resistant when wet	Gov premises committee	Consideration of points and action planned if necessary at Governors Premises Committee meeting

Vertical movement	All steps and ramps have handrails to one/both sides. Level changes clearly lit. Landings are large enough to permit passing and turning manoeuvres and these are also provided in the long flight staircase.	Consider: Handrails do not extend 300mm beyond bottom of flight. No ramp or lift to upstairs classroom.	Gov premises committee	Consideration of points and action planned if necessary at Governors Premises Committee meeting
Means of escape	Individual fire plans are created for any persons who cannot independently evacuate the building. There is a management evacuation strategy for staff, pupils and visitors and staff are trained in evacuation procedures. Evacuation routes are checked routinely and regularly for freedom from combustible materials, obstacles and locked doors. All fire warning devices and detectors are checked routinely and regularly. The evacuation strategy is checked regularly for its effectiveness.	Consider: There is no visible fire alarm system – only audible Evacuation from upstairs classroom is not possible using an evacuation lift	Gov premises committee	Consideration of points and action planned if necessary at Governors Premises Committee meeting
Information	Lighting installation of the building takes into account the needs of people with visual disabilities.	Consider: The building is not equipped to provide hearing assistance. There is no tactile plan or diagram of the building. There are no braille or audio information available.	Gov premises committee	Consideration of points and action planned if necessary at Governors Premises Committee meeting
Ramps	Ramps are available with level surfaces at the top and bottom. They are suitably graded and wide enough and made of a slip resistant surface. There are alternative steps available. Handrails available.	Consider: Visual/tactile information Review lighting	Gov premises committee	Consideration of points and action planned if necessary at Governors Premises Committee meeting

Toilets	WC provision for people with disabilities. Toilet areas have slip resistant floors. All fittings are readily distinguishable from their background. Ambulant disabled people can manoeuvre and raise and lower themselves in standard cubicles. Wheelchair approach to toilets is free of steps/narrow doors/obstructions All door fittings/locks and light switches are easily reached and operated. Taps are appropriate for use by someone with limited dexterity, grip or strength. Suitable grab rails are fitted in all the appropriate positions to facilitate the use of the WC	Consider: Handwashing and drying facilities are not in reach of someone sat on the toilet. Locations are not clearly signaled. There is no emergency call system or person designated to respond.	Gov premises committee	Consideration of points and action planned if necessary at Governors Premises Committee meeting
Fixtures and Fittings	All serveries/counters are accessible to all users. It is possible for wheelchair users to approach and use all drinking water dispensers. It is possible for people with disabilities to serve as volunteers. Display stands and book cases are visible/reachable/accessible by people with disabilities. In all meeting/eating spaces, tables, chairs and the layout allows for use by wheelchair users and other people with disabilities. All relevant locations are clearly signed.	Consider: Staff room does not have reduced level kitchen units.	Gov premises committee	Consideration of points and action planned if necessary at Governors Premises Committee meeting
The Hub (previously school swimming pool)	In accordance with the above information, the redevelopment of this space has been completed with accessibility in mind. Entrances to the room and accompanying toilets have been enlarged to allow for disabled access. A ramp is in place to access the area. One of the two toilet rooms are signposted as being accessible. The second toilet is equally as accessible for disabled use.	HT/AHT to liaise with Concertus with on-going works + issues in first year of use (up to Dec2023)	Gov premises committee	Final snag list to be completed during Spring 2023. Governors Premises Committee to review final status of space at next meeting.
Swimming Pool	Closed pending complete review.	Gov premises committee	Awaiting further information from SCC	