



Accessibility Plan

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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 Community 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 Community 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. Accessibility Audit

FEATURE	DESCRIPTION
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. Doors have delayed closure systems and finger guards.
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
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.

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.
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.
Information	Lighting installation of the building takes into account the needs of people with visual disabilities.
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.
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
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.
The Hub	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.

3. 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 Full Governing Body.

4. Links with other policies

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

- 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

