



Accessibility Plan 2025-2028

Statement Approved:

Review date: September 2028 unless earlier amendments or review required.

Governor responsibility: Full Governing Body

Key Aims: To provide full access to (1) the curriculum, (2) physical environment and (3) written information for all pupils.

Purpose of Plan

The purpose of this plan is to show how Clifton-upon-Teme Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability: A person has a disability if 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.

Principles

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report. This Accessibility Plan is also informed by; SEN & Disability Act 2001, The SEN Revised Code of Practice 2014, The Disability Discrimination Act (amended for schools 2001), Code of Practice for Schools (Disability Rights Commission).

Our staff and governors recognise and have regard to their duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

Our Setting

Clifton-upon-Teme Primary School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate. We:

- recognise and value the young person's knowledge/parents' knowledge of their child's disability

- recognise the effects their disability has on their ability to carry out activities,
- respects the parents' and child's right to confidentiality

Linked Documentation: The Accessibility Plan is linked to the following school policies, strategies and documents:

- Health and Safety Policy
- Equality Policy
- SEND Policy
- SEND Information Report
- Curriculum and Teaching and Learning Policies
- School Development Plan
- Positive Relationships and Behaviour Policy
- Supporting Pupils with Medical Conditions Policy

Financial Planning and control

The headteacher and the resources committee will monitor and review the financial implications of the accessibility plan as part of the normal budget review process.

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure and we consult with experts when new situations regarding pupils with disabilities are experienced. The school is a ground level building and entrances have ramped access and accessible doorways for wheelchair users. The main entrance is fully accessible for wheelchair users and all four classrooms are accessible by wheelchair. There is a disabled toilet facility available (fitted with a handrail and a pull emergency cord). Information for parents/carers is provided electronically to allow for assistive technology to be used. Staff are trained in First Aid and support medical needs of pupils. Assessment for access arrangements for SATs is carried out by the SENCo where required and needs highlighted in EHCP provision are implemented according to individual plans. Assistive technology is to pupils, as required. This can include talking tins, recording equipment, laptops and iPads.

Aim 1: Improving Access to the Curriculum

PRIORITY	STRATEGY	TIMEFRAME	SUCCESS CRITERIA
Effective communication and engagement with parents/carers.	• SENCo liaises regularly with class teachers who act as ongoing contact for parent/carers • Parent consultations three times a year which include discussion of additional needs • Whole-school weekly newsletters • SEND Newsletters • Annual review meetings with SENCo for children with an EHCP • Where Individual Education Plans are in place, these are coproduced and co-reviewed with families and shared termly • SEND policy and SEND Information are up-to-date and on the website	In place and ongoing with termly monitoring and ongoing staff training.	Parents are engaged with their child's progress and are aware of their child's progress. They also know who to ask, how to contact staff and where to find support and resources
Learning for all pupils is consistently good	• Quality-First, adaptive teaching in all year groups. • Regular monitoring and assessment, Wave 1 provision in line with SEN policy embedded in all classrooms • Regular meetings between SENCo and class teachers to enable early identification of concerns, IEPs monitored regularly, regular training for staff	In place and ongoing with termly monitoring and ongoing staff training.	All pupils have access to high-quality teaching which enables them to make at least good progress
Training for staff in increasing access to the curriculum for all pupils.	• CPD courses • Support from outside agencies e.g. SALT, CCN, VI, HI teams • Team Teach Training • Outreach support with PRU • Trauma-Informed Approach with further training to take place <u>Medical</u> • Epipen (when required) • First Aid Training •	Termly CPD, dependent on need. Training takes place as part of Staff meetings and inset. Further support from specialist teams when required. Medical needs reviewed in line with care plans.	Staff training enables all children to access the curriculum effectively

Effective use of resources and specialised equipment to increase access to the curriculum	• Strategic deployment of staff • Use of appropriate interventions • Use of specialist resources as identified - e.g. wobble cushions, sloping boards, pen grips, coloured overlays. • Monitor use of specialist resources and equipment and maintain regularly. • Use of technology (including assistive technology) as and when appropriate.	In place and ongoing- put in place as and when needs are identified	Barriers to learning are removed and all pupils are able to fully access the curriculum
Adaptations to the curriculum to meet needs of individual learners	• Pastoral support • Timetable adaptations • Use of break-out space • Personalised OT time • Access to RDA • Use of SALT programmes • Use of Alternative Provisions, as required • Liaison with specialist services and support networks • SENCo assesses and arranges access arrangements for SATs where required	Termly with further support from specialist teams, as required	Needs of all learners met, pupils are able to make at-least expected levels of progress
Improve educational experience for Hearing Impaired and Visually Impaired pupils.	• Specialist advice sought and acted upon from CCN, VI and HI teams. • Use specialist equipment where required e.g. Magnifiers, enlarged materials, hearing aids, radio aids.	In place and ongoing Further support from specialist teams when required.	Staff are able to support and meet needs of individual learners and learners have enhanced experience in school.
Off-site visits and after school clubs are planned to ensure reasonable adjustments to enable participation of all pupils.	• Full risk assessments are carried out and adaptations planned for. • Providers comply with all current health and safety legislation • Staff communicate specific needs of children with providers and support staff effectively.	In place and ongoing	All learners are able to successfully access all opportunities available.
Full compliance with Equality Act 2010 and SEN and Disability Act 2001	• Appropriate policies in place and reviewed regularly by HT and Governing Body, staff aware of statutory duties.	In place and ongoing - Policies reviewed at least bi-annually.	Policy and practice reflected in the implementation inclusive practice

Aim 2: Improving Physical Access

PRIORITY	STRATEGY	TIMEFRAME	SUCCESS CRITERIA
Provision of wheelchair/unisex accessible toilet	• Maintain wheelchair/unisex accessible toilet (staff toilet), with pull cord, hand rails and baby changing table.	In place and ongoing	Toilet accessible for wheelchair users in school.
Access into and around school accessible by wheelchair	• Ramps to entrances, corridors and wide doors provide clear access to wheelchair users	In place and ongoing	School buildings fully accessible to wheelchair users.
Improvements to help the visually impaired	• Identified hazards highlighted, trip hazards identified and addressed. • Monitor and maintain clear access through corridors and classrooms.	Ongoing	Increased safety for visually impaired, risk of accidents minimised.
Improvements to help hearing impaired	• Use of loop system when required, support and advice from specialist services. • Pod working area created to ensure that sound insulation supports regulation.	Ongoing	Enhanced experience in school for hearing impaired pupils.
Maintain safe access around exterior of school	• Monitor and maintain paving, timely grounds maintenance, management of vegetation.	Ongoing	Mobility around the school site is fully accessible and safe for all.
Maintain safe access around the interior of the school	• Floor coverings suitable and maintained to enable access for all. • Layout and seating plans consider needs of disabled pupils. • Maintain door jamb protectors on relevant doors.	In place and ongoing	All pupils can access the interior of the school safely.

Aim 3: Improving Written Information Access

PRIORITY	STRATEGY	TIMEFRAME	SUCCESS CRITERIA
Availability of written materials in alternative formats	• Newsletters shared digitally to allow for use of assistive technology. Information presented clearly with signposted links where appropriate, key content published on school website, support to translate information where appropriate.	In place and ongoing	All stakeholders accurately informed of key information and news
Ensure documents are fully available to visually impaired pupils	• Use of specialist equipment where required e.g. magnifiers. Information enlarged / presented on alternative colour where appropriate	In place and ongoing	Visually impaired pupils are able to fully access the required written information
Equality of access to the curriculum	• Use of appropriate software, awareness of font size, style, layout and format of written information provided. • Where required, library to contain large font books as well as <u>dyslexia friendly texts</u> and texts which aid understanding of a range of physical and mental abilities and social situations.	In place and ongoing New texts to be added to library periodically	All pupils are able to access the information they need in an appropriate format
Clarity of signage and information around the school	• Pictorial/symbolic representations used in classrooms and around school where appropriate • Dyslexia friendly fonts used for clarity and consistency. • Use of visual timetables, now and next boards, routine boards.	Ongoing	All pupils able to access signage and information around the school