

Accessibility Plan

Approved by: Full Governing Body

Date: June 2020

Review date: June 2023



Knowledge



Spark



Humanity



Grit



Team

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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

Clapgate Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are a fully inclusive school that aims to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

We value all children and aim to ensure that they reach their potential by offering a broad and balanced curriculum and having high expectations.

We aim to:

- create memories
- nurture talents
- spark curiosity
- raise self-esteem and aspirations
- equip all children with the skills and attitudes they need to be happy, successful and caring individuals.

Our key attributes are:

- Spark- we want our children to be imaginative and creative
- Grit- we want our children to be motivated and resilient
- Team- we want our children to be communicators and collaborators
- Humanity- we want our children to be respectful and caring
- Knowledge- we want our children to be knowledge seekers and keepers

Our school is a safe place where all children can thrive. To ensure this can happen, we ask our children to be:

- Ready- ready to learn, listen to others, help and do their best
- Respectful – treating people with respect, listening, respecting different points of view, thinking of others and being honest with others
- Responsible- behaving in a responsible way, keeping themselves and others safe, taking care of property and the school, being responsible for their own learning and progress

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.

The school supports any available partnerships to develop and implement the plan. We will continue to seek and follow the advice of the Health, Safety and Well-being team (Leeds City Council), Specialist teachers and advisers and appropriate health professionals from the local NHS trusts.

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. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set taking into account previous progress and are appropriate for pupils with additional needs.</p> <p>Learning/SEMH/Speech and language therapy plans are written and regularly reviewed detailing provision required to support meeting of targets.</p> <p>A traded Speech and Language therapist is employed to deliver targeted therapy to pupils with SLCN needs.</p> <p>The school has a Therapeutic Team who are skilled in</p>	<p>To improve outcomes for our SEND pupils through further CPD for all classroom staff, monitoring and feedback on provision, improved tracking and target setting</p>	<p>*CPD for teaching staff covering a range of relevant subjects e.g. assessment, dyslexia, trauma.</p> <p>*Monitoring of classroom provision for SEN children.</p> <p>*Feedback to staff and support in developing the quality of provision.</p> <p>*Use of Provision Map to store all SEN information.</p> <p>*Monitoring of interventions, including baseline and post assessments.</p>	<p>Vicky Woodhouse (SENCO)</p>	<p>Ongoing – by date of next review</p>	<p>By June 2023, 85% of children with SEN will have made expected progress or better.</p>

	<p>understanding and supporting children with trauma and attachment issues.</p> <p>There is a break- out room located centrally to the school with soft flooring and adjustable lighting for children with SEMH needs.</p> <p>Use of visual aids for children with processing difficulties.</p> <p>Use of assistive technology to aid reading and writing, for example dictation apps and text to speech apps.</p> <p>Programme of staff training to upskill staff in supporting children with a range of needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To develop a more robust method of assessment for children with additional needs to accurately identify next steps and measure progress</p>	<p>*Training to ensure all teachers have a sound understanding of the graduated approach and their role in it.</p> <p>*To develop use of B Squared in school to assess and track progress of children with special educational needs.</p> <p>*To continue to develop the use of the Boxall Profile to assess children with SEMH.</p> <p>*To use the Autism progression framework to assess progress for children with Autism.</p> <p>*To ensure a number of staff are skilled in using standardized tests for reading and spelling to provide accurate baselines.</p>	<p>Vicky Woodhouse (SENCO)</p>	<p>July 2021</p>	<p>Staff will confidently use B Squared to provide ongoing, accurate assessment of children with special educational needs.</p> <p>Senior leadership will have access to the B Squared package to monitor the quality of assessment for children with SEND.</p> <p>Relevant staff will be skilled in using a range for assessments different areas of need and using the data to promote progress.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps 	<p>To ensure stair nosings clearly marked and readily identifiable.</p>	<p>*Stair nosing fitted where needed.</p> <p>*plans drawn for new</p>	<p>Lee Cockcroft (Site manager)</p>	<p>By Autumn term 2020</p> <p>By Autumn</p>	<p>All stairs will have stair nosing fitted.</p> <p>School office will have</p>

	<ul style="list-style-type: none"> • Wheelchair elevator • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Suitable accessible car parking available onsite – this can be arranged with the school office staff to a visit. <p>Regular audits of the site take place. This is completed by the school's Site manager, headteacher and health and safety officers and looks at all areas from a range of perspectives. Any actions arising from this are swiftly dealt with.</p>	<p>To create a new school office area with increased visibility for visitors entering the building.</p>	<p>school office area. *contractors appointed. *work carried out.</p>	<p>Lee Cockcroft</p>	<p>term 2020</p>	<p>a large window that is visible to all users on entry to the building via the main office.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Lighting taking account of people with visual disabilities. • External signage • Large print resources • School website is regularly updated. • Parentmail is used to 	<p>To improve the Internal signage within school to clearly identify different areas of the building and include pictorial symbols as appropriate.</p> <p>To provide information in a range of formats to meet the needs of any school</p>	<p>*Audit of signs needed *Signs to be designed and ordered to include clear lettering in a friendly font and pictorial symbols as appropriate.</p> <p>*Source support for the LA as needed.</p>	<p>Natasha Singleton (Headteacher)</p> <p>Mandy Belt (School Business Manager)</p>	<p>By Autumn term 2020</p> <p>Ongoing</p>	<p>School will have clear internal signage accessible to all.</p> <p>Information readily available in all formats.</p>

	<p>communicate with parents.</p> <ul style="list-style-type: none">• School Facebook page is regularly updated.	community.				
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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 school's **Governing Body and Natasha Singleton (Headteacher)**.

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

Please see attached sheet for proforma of the accessibility audit.