



Cliddesden Primary School School Accessibility Plan 2019-2022

As part of our inclusive ethos, Cliddesden Primary School welcomes visits from disabled people and we would ask that you let us know your access requirements in advance of your visit so that suitable arrangements can be made, eg; parking and appropriate access to the building itself.

We do have a small step up to our main front door but there is an alternative entrance. At the time of writing this, we do not have an induction loop system. We do have a flight of quite steep stairs up to our 1st floor where the staff room and Head teacher's office are to be found but we can quite easily find an alternative meeting place. Alternative formats to school information can be provided on request.

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements relating to Disability, from the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Cliddesden Primary School's building is well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor;
- use of these classrooms could be rotated to meet pupils' needs;
- all public-access rooms, side entrances, toilets, library, and hall are on the ground floor, with no steps; our front door however has 1 step
- a disabled toilet was installed in 2001

Definition of Disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Cliddesden Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
- The Accessibility Plan will contain relevant actions to:
Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school for pupils, staff, parents and visitors, and provision of physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning as well as access to 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 aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The Identifying Barriers to Access: A checklist (see appendix 1), is undertaken annually. It may not be feasible to undertake some of the works during the life of any one Accessibility Plan and therefore some items will roll forward into subsequent plans. A further checklist will be carried out prior to the end of each three-year plan, in order to inform the development of the new plan.
- As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all Governor committees will contain an item on "having regard to matters relating to Access".
- This Accessibility Policy will be published on the school's website.
- Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
- The Accessibility Policy and associated Identifying Barriers to Access: A checklist Accessibility Plan will be approved by the Full Governing Body and monitored by the Home School Committee and the Finance and Premises Committee on an annual basis.
- The Plan will be monitored by Ofsted as part of their inspection cycle.

Activity

Cliddesden Primary School has identified the following points for action as part of its ongoing Action Plan/School Improvement Plan, in order to achieve the key objective:

a) Delivery of the curriculum

School staff will continue to make the curriculum accessible to all pupils and they are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Identifying Barriers to Access: A checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

	Y	N	n/a	Comments
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓			Specific training where applicable.
Are your classrooms optimally organised for disabled pupils?	✓			Adjusted to meet specific pupil needs.
Do lessons provide opportunities for all pupils to achieve?	✓			Adjusted to meet specific pupil needs.
Are lessons responsive to pupil diversity?	✓			Adjusted to meet specific pupil needs.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓			Adjusted to meet specific pupil needs.
Are all pupils encouraged to take part in music, drama and physical activities?	✓			Adjusted to meet specific pupil needs.
Do staff recognise and allow for the mental effort expended by some disabled pupils, for	✓			Adjusted to meet specific

example, using lip reading?				pupil needs.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment for practical work?	✓			Adjusted to meet specific pupil needs.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓			Adjusted to meet specific pupil needs.
Do you provide access to computer technology appropriate for students with disabilities?	✓			Adjusted to meet specific pupil needs.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓			Adjusted to meet specific pupil needs.
Are there high expectations of pupils?	✓			
Do staff seek to remove all barriers to learning and participation?	✓			

Appendix 1b

Section 2: Is your school designed to meet the needs of pupils?

	Y	N	n/a	Comments
Does the size and layout of areas - including academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access	✓			But it is noted that there is no specific disabled car-parking bay.

for all pupils?				
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓			
Are non-visual guides, used to assist people to use buildings including lifts with tactile buttons?		✓		
Could any of the décor or signage be considered confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓		
Are areas to which pupils should have access well lit?	✓			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓			
Is furniture selected, adjusted and located appropriately?	✓			

Section 3: How does your school deliver materials in other formats?

	Y	N	n/a	Comments
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓			If and when required.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓			If and when required.
Do you have the facilities such as ICT to produce written information in different formats?	✓			If and when required.
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓			If and when required.

Accessibility Action Plan for Cliddesden Primary School 2019-22

Target	Strategy	Outcome	Responsibility	Timeframe	Monitoring
Ensure all pupils are able to integrate with all aspects of school life.	Classrooms and resources appropriate for the pupils needs Maintain good pupil to pupil support and friendships Develop pupils social and communication skills Provide a broad range of extra-curricular activities	Transition programmes Pupil Premium Peer mentoring Buddy System ELSA Audit of Activities through HTeacher report to Governors	Inclusion Manager	Pupils with SEN / social / communication difficulties can fully participate in all areas of school life.	As required Ongoing Weekly sessions for identified pupils Termly
Ensure visually stimulating environment for all children	Visual display policy Staff time for displays	Colourful, lively displays in classrooms and inviting role play areas.	Teaching and non-teaching staff	Ongoing	Curriculum and Standards committee to set as a meeting for visual display monitoring
Annual refresher sessions for fire procedure.	<ul style="list-style-type: none"> To hold annual refresher session with a focus on children with disabilities. 	Disabled persons are not discriminated against if immediate evacuation is called for.	Headteacher Fire Safety Officer	Annually.	Headteacher to report to Curriculum and Standards Committee
Improvements to accessibility for all areas and entrances.	<ul style="list-style-type: none"> Ensure there is adequate access into the school for those with disabilities including wheel 	Disabled access is available to the link and all classrooms. Special arrangements can be made.	Headteacher Health and Safety Co-ordinator	When required	Headteacher to report to Curriculum and Standards Committee

	chair users.				
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Enabling needs to be met where possible.	Headteacher Inclusion Manager	When required	Headteacher to report to Curriculum and Standards Committee
Consider systems for fire alarms for hearing impaired persons.	<ul style="list-style-type: none"> Personal evacuation plans to be written by Inclusion Manager 	Ensure a hearing impaired person is aware of an emergency.	Inclusion manager	Subject to annual needs analysis or sooner if necessary.	Headteacher to report to Curriculum and Standards Committee
SENCo to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	<ul style="list-style-type: none"> Staff training requirements identified. Training provided by Inclusion Manager and outside agencies. 	All teachers and LSAs fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Headteacher Inclusion Manager	Termly through PLPs and pupil progress meetings	SEN report to governors
To ensure all out of school activities are planned to meet the needs of a whole range of pupils.	<ul style="list-style-type: none"> Review all out of school provision to ensure compliance with legislation. 	All out of school activities will be conducted in an inclusive environment which complies with current and future	Headteacher Inclusion Manager Educational Visits Coordinator	Ongoing.	Headteacher and Inclusion Manager to report to FGB

		legislative requirements.			
To deploy LSA's effectively to support pupils' participation	<ul style="list-style-type: none"> Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs. Provide training where needed. 	Pupils needs are appropriately met through the effective deployment of skilled support staff.	Inclusion Manager	Termly through PLPs and pupil progress meetings	Headteacher and Inclusion Manager to report to Curriculum and Standards Committee
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 5/6 children	No accidents	Headteacher Office staff Site manager		Monthly health and safety checks
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Parent questionnaires, liaise with external agencies, identifying training needs and establish individual protocols where needed.	School is aware of all medical needs of pupils and ensures they are met	Head Teacher Administrative officer	With immediate effect to be constantly reviewed	Ongoing
To ensure that pupils with allergies to specific food types are both included in lessons involving food and their needs are provided for. All risks are assessed rigorously.	Risk assessments will be provided for all activities on and off site involving food. Key food types e.g. nuts are not permitted in school.	Children with allergies will take in all activities after adjustments have been made.	All staff including kitchen and office	When required	Head teacher, Class Teachers and Health and Safety Manager

The plan will also be available, on request to the Headteacher, in the following formats: email; enlarged print version; other formats by arrangement.