



CLANDON C of E SCHOOL

A caring community where all can THRIVE

ACCESSIBILITY PLAN 2018-19

Reviewed	Autumn 2018	Next Review	Autumn 2021
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https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf

Contents

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

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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

Clandon 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.

At Clandon C of E Primary School, we promise you a caring community where all can thrive. Building on our strong Christian Values, we want you to grow up to be thankful for the world around you. We want you to be happy and will help you to become more resilient in your learning. We want you to be inspired to learn and feel valued as an individual. We will nurture your talents and encourage you to excel in everything you do. We want the best for you and from you so that you can thrive.

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 follow the [Reasonable Adjustments for Disabled Pupils Guidance for Schools in England 2015](#)

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 pupils, parents, staff and governors of the school.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Differentiation is appropriate for mixed aged classes.</p> <p>The development of a "safe area" that children can access when feeling overwhelmed or anxious.</p>	<p>Class observations</p> <p>Planning moderation</p> <p>Staff and governors to discuss suitable location</p> <p>Appoint member of staff to oversee construction</p>	<p>All class teachers</p> <p>Head teacher</p> <p>Staff</p> <p>Governors</p>	<p>Dec 2018</p> <p>July 2019</p>	<p>Planning scrutiny will show differentiation is appropriate for the needs of individual children.</p> <p>A safe area will be set up in an appropriate place. Staff will have training on how to use the safe area appropriately.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets • Shelves in classrooms and in the library at wheelchair-accessible height 	<p>Ensure all buildings are wheelchair accessible, including access to the lunch-hall and library.</p>	<p>Governors to look into accessibility for the main building – door width, ramp access etc.</p>	<p>Premises committee.</p>	<p>Easter 2019</p>	<p>See appendix one.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Clear fonts used that are appropriate to the needs of the children • A print rich environment • Coloured paper provided that is 	<p>Differentiation for all children is planned for. Children with additional needs and disabilities have specific activities planned for them.</p> <p>SSAs are a valuable tool for teachers and pupils and are working documents that help to enhance delivery of information to pupils.</p>	<p>Planning scrutiny will show that pupils with SEND are being planned for appropriately.</p> <p>Teachers will use the SSAs for children in their class to inform their planning and classroom practice. SENco to provide training on how to write and use SSAs.</p>	<p>Head teacher Teachers</p> <p>Teachers SENco</p>	<p>Dec 2018</p> <p>Dec 2018</p>	<p>Planning scrutiny will show differentiation is appropriate for the needs of individual children.</p> <p>Teachers will feel confident writing and using SEND Support Arrangements and will use the children's outcomes in their daily teaching</p>

	<p><i>suitable for the individual needs of the children</i></p> <ul style="list-style-type: none">• <i>Use of ICT to enhance the delivery of information</i>• <i>Dyslexic friendly books</i>• <i>Visual timetables</i>• <i>Multi-sensory approach to teaching and learning – kinesthetic activities planned when appropriate</i>					<p>practice. Lesson observations will reflect how inclusive the teaching is.</p>
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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 governing board and head teacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>All classrooms are on one level and accessible via ramps.</p> <p>The main building has 2 storeys. Upstairs is the staff room, staff toilet and head teachers office.</p>	Think about relocating the head teacher's office to the lower floor.		
Corridor access	<p>Corridor access to all classrooms is wide.</p> <p>The main building has a wide entrance hall.</p>	Consider access to the main hall – width of door frames etc.		
Parking bays	Suitable space is available to create a disabled parking bay	Mark out an area for a parking bay.	Frank	
Entrances	The school is accessible through the play ground all on one level. Class room entrances are wide and	<p>Consider entrance to the main hall – width of door frames etc.</p> <p>Make entrance to the main building and</p>		

	<p>accessible.</p> <p>Entrance to the hall needs to be looked at. Entrance to the reception area to the main hall is currently a step up.</p>	reception area accessible.		
Ramps	<p>There are ramps to all classrooms.</p> <p>Ramps are not currently in place for the main building.</p>	Make step up to the main building and reception area accessible.		
Toilets	<p>There are disabled toilets for all classrooms.</p> <p>Toilets in the main building are not accessible.</p> <p>The staff toilet is on the first floor of the main building.</p>	Consider next steps for toilet block in the hall.		
Reception area	The reception area is accessible			
Internal signage	Internal signage is clear.			
Emergency escape routes	Emergency escape routes from classrooms are clear and accessible.	Premises committee to do a walk around to check emergency escape routes are always accessible ie – not blocked by classroom furniture etc. Check that fire escapes are clearly		

		signposted and that escape procedures are visible in each classroom.		
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