

## **Claremont Primary School Accessibility Plan**

- 1 This Accessibility Plan has been drawn up in consultation with the staff and governors of the school and has been reviewed March 2017.
- 2 We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, 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
- 3 Claremont Primary School, plans over time, to continue to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability areas, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA).
  - This covers teaching and learning and 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 the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.
- 4 Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted every three years or as required.
- 5 We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

- 6 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents: Equal Opportunities, Health & Safety (including off-site safety) SEND Policy, Behaviour Policy, School Improvement Plan, and the school's Vision Statement.
- 7 The Action Plan for physical accessibility relates to current and projected needs and funding.
- 8 As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
- 9 The School Website will feature the Accessibility Plan under 'Policies'.
- 10 The Plan will be monitored through School Development Committees of the Governors.
- 11 The school will work in partnership with the Diocesan Authority in developing and implementing this plan.
- 12 The Plan may be monitored by Ofsted as part of their inspection cycle. The school meets the requirements of the Disability Equality Scheme.

Reviewed by Governors April 2017

Signed: \_\_\_\_\_ Chair of Governors

**Claremont Primary School  
School Accessibility Plan 2016-2019**

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria	Review - Impact
<ul style="list-style-type: none"> <li>To be aware of the access needs of disabled children, staff, governors and parents, carers</li> <li>Ensure the school staff &amp; governors are aware of access issues</li> </ul>	<ul style="list-style-type: none"> <li>To create access plans for individual disabled children as part of the IEP process.</li> <li>Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</li> <li>Staff to share SEND information with all agencies and support staff to ensure continuity of care for the children</li> </ul>	<ul style="list-style-type: none"> <li>As Required</li> <li>Ongoing process</li> <li>Staff working with children with SEN, fully informed.</li> </ul>	<ul style="list-style-type: none"> <li>SENDco / Classteacher/ Headteacher</li> <li>Headteacher/ School development Committee</li> <li>SENDco / Inclusion team</li> </ul>	<ul style="list-style-type: none"> <li>IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. SENDco to advise re training for staff re particular disabilities</li> <li>Continuously monitored to ensure any new needs arising are met.</li> <li>All agencies and Support Staff are aware of needs of SEN children at all times and are working with them accordingly</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<ul style="list-style-type: none"> <li>• Access into school and reception to be fully compliant</li> </ul>	<ul style="list-style-type: none"> <li>• Designated disabled parking Automatic doors fitted to main entrance &amp; Gibson Hall and regularly maintained. Lifts fitted where necessary and regularly maintained Clear route through school for disabled people, allowing access to all areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Physical accessibility of school increased Following major capital building programme, main entrances and buildings are fully accessible</li> </ul>	<ul style="list-style-type: none"> <li>• Designated spaces for disabled parking. Lift fitted in new building to ensure new building is accessible. Clear access route through school for disabled pupils and all school users.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Maintain safe access for visually impaired people</li> </ul>	<ul style="list-style-type: none"> <li>• Check condition of yellow paint on any step edges regularly</li> <li>• Check exterior lighting is working on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing checks</li> </ul>	<ul style="list-style-type: none"> <li>• caretaker/ HT / SLT/ all staff/Caretaker</li> </ul>	<ul style="list-style-type: none"> <li>• Visually impaired people feel safe in school grounds.</li> <li>• Yellow edges to be re-done as needed throughout the school year.</li> <li>• Lights to be checked and working</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Improvements to aid access those with an impairment</li> </ul>	<ul style="list-style-type: none"> <li>• Braille signs on doors / equipment, where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SBM</li> </ul>	<ul style="list-style-type: none"> <li>• More independent access and wayfaring for pupils with an impairment or disability.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure all disabled people can be safely evacuated</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there is a personal emergency evacuation plan for all disabled pupils / pupils with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn Term</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SENDco / Headteacher INCLUSION TEAM/Head teacher to remind</li> </ul>	<ul style="list-style-type: none"> <li>• All disabled pupils and staff working with them are safe in the event of a fire.</li> <li>• There is constant supervision for disabled</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure all staff are aware of their responsibilities in evacuation by being aware of the SEND information</li> <li>• If a person uses a wheelchair they must be made aware of the most efficient exit route in case of emergency</li> </ul>		staff/class teachers	<p>children who would need help in the event of an evacuation.</p> <ul style="list-style-type: none"> <li>• Disabled people in wheelchairs can be evacuated quickly and easily</li> </ul>	
<ul style="list-style-type: none"> <li>• Use Hearing loop System where required</li> </ul>	<ul style="list-style-type: none"> <li>• Take advice from Hearing Support Service on equipment if this becomes necessary</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• SENDco</li> </ul>	<ul style="list-style-type: none"> <li>• Communication improved for pupils, parents and visitors with a hearing impairment.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure there are enough fire exits around school that are suitable for people with a disability</li> <li>• Ensure that all outdoor learning areas are accessible for people with a disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff are aware of need to keep fire exits clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> </ul>	<ul style="list-style-type: none"> <li>• All staff/HT</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone including disabled personnel and pupils have safe independent exits from school</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that all outdoor learning areas are accessible for people with a disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all routes are clear and risk assessed by Caretaker and all staff</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• All staff and outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• All children have access to outdoor areas.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria	Review - Impact
<ul style="list-style-type: none"> <li>• Training for Awareness Raising of Equality Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training for all Stakeholders as needed.</li> <li>• Discuss 'perception' issues with staff to determine the current status of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing involvement as required</li> </ul>	<ul style="list-style-type: none"> <li>• SENDco</li> </ul>	<ul style="list-style-type: none"> <li>• Community will benefit from an inclusive environment</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Develop as a 'dyslexia friendly' school</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing begin September 2017</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo / Classteachers/LT</li> </ul>	<ul style="list-style-type: none"> <li>• Increased access to the curriculum for pupils with dyslexia</li> <li>• Dyslexia audit demonstrates that classroom practice is adapted to meet the needs of children with dyslexia</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure all Staff have specific training on disability issues including early identification of and teaching children with, SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Identify training needs at staff meetings / pupil progress/staff questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SENDco / SLT/ Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Raised confidence of all Staff including Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure all staff are aware of disabled children's curriculum access</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a system of sharing IEP's for disabled children when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• SENDco</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are aware of individual's needs Share information with all agencies involved with each child</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>Class rooms are optimally organised to promote participation and independence of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Audit needs of children, organise the classroom to support all to take part fully in all curriculum areas with independence.</li> </ul>	<ul style="list-style-type: none"> <li>September Annually from 2016</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher/INCLUSION TEAM</li> </ul>	Children able to move round freely, access resources for learning independently and take part in all areas of learning	
<ul style="list-style-type: none"> <li>All school visits and trips need to be accessible to all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>PE/EVC lead/Phase leaders/class teachers</li> </ul>	<ul style="list-style-type: none"> <li>All pupils are able to access all school trips and take part in a range of activities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Review PE curriculum to ensure PE is accessible to all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Review PE curriculum to include disability sports</li> </ul>	<ul style="list-style-type: none"> <li>From Autumn 2016</li> </ul>	<ul style="list-style-type: none"> <li>PE co-ordinator/PE SLE</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have access to PE and are able to excel.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Review curriculum areas and planning to include disability issues</li> </ul>	<ul style="list-style-type: none"> <li>Include specific reference to disability equality in all curriculum reviews</li> </ul>	<ul style="list-style-type: none"> <li>From Autumn term 2017</li> </ul>	<ul style="list-style-type: none"> <li>SENDco/Subject Leaders/Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Gradual introduction of disability issues into all curriculum areas</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Ensure disabled children can take part equally in after school activities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with All Staff including sports coaches Additional support may have to be available after school.</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>	<ul style="list-style-type: none"> <li>SENDco</li> </ul>	<ul style="list-style-type: none"> <li>Disabled children feel able to participate equally in out of school activities. Disabled lift to access Out of School Club.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Develop links with a specialist provisions</li> </ul>	<ul style="list-style-type: none"> <li>Gain expert advice regarding a range of SEND issues to support individual children to the best of our ability</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>	<ul style="list-style-type: none"> <li>INCLUSION TEAM / SENDco / headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Increased understanding of the opportunities for learning available to the children</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria	Review - Impact
<ul style="list-style-type: none"> <li>• Signage around old school building to be enlarged to assist visual impairment</li> </ul>	<ul style="list-style-type: none"> <li>• Audit Signage, order necessary signs and have them put up</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn term 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher / SENDco</li> </ul>	<ul style="list-style-type: none"> <li>• Independent movement round the school site supported by appropriate signage</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Availability of written material in alternative formats</li> </ul>	<ul style="list-style-type: none"> <li>• All staff and parents aware of services available for requesting information in alternative formats</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2017</li> </ul>	<ul style="list-style-type: none"> <li>• SBM</li> </ul>	<ul style="list-style-type: none"> <li>• Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>