

## School Accessibility Plan

- 1 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
- 2 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.
- 3 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.
- 4 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.
- 5 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.

- 6 The Action Plan for physical accessibility relates to current and projected needs and funding.
- 7 As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
- 8 The School Website will feature the Accessibility Plan under 'Policies'.
- 9 The Plan will be monitored through School Development Committees of the Governors. .
- 10 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 June 2019

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

## School Accessibility Plan 2019-2022

### 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> </ul>	<ul style="list-style-type: none"> <li>To create access plans for individual disabled children as part of the IEP process.</li> </ul>	<ul style="list-style-type: none"> <li>As Required</li> </ul>	<ul style="list-style-type: none"> <li>SENDco / Classteacher/ Headteacher</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> </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>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> <li>Ensure all staff are aware of their responsibilities in</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>SENDco / Headteacher INCLUSION TEAM/Head teacher to remind staff/class teachers</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 children who would need</li> </ul>	

	<p>evacuation by being aware of the SEND information</p> <ul style="list-style-type: none"> <li>If a person uses a wheelchair they must be made aware of the most efficient exit route in case of emergency</li> </ul>			<p>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>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>	

### 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>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</li> <li>Share information with all agencies involved with each child</li> </ul>	
<ul style="list-style-type: none"> <li>All school visits and</li> </ul>	<ul style="list-style-type: none"> <li>Ensure venues and</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>PE/EVC lead/</li> </ul>	<ul style="list-style-type: none"> <li>All pupils are able to</li> </ul>	

trips need to be accessible to all pupils	means of transport are vetted for suitability. Develop guidance on making trips accessible		Phase leaders/class teachers	access all school trips and take part in a range of activities	
<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>	

### Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria	Review - Impact
<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 2019</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>To ensure parents are aware of the written material and agencies available to support disabled pupils from the LA</li> </ul>	<ul style="list-style-type: none"> <li>The school makes parents aware of the written material and agencies available to support disabled pupils from the LA</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>Parents are aware of the written material and agencies available to support disabled pupils from the LA</li> </ul>	