

Clifton Primary School Accessibility Plan  
January 2016

Clifton recognises its duty under the DDA (as amended by the SENDA):  
not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services  
not to treat disabled pupils less favourably  
to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage  
to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

setting suitable learning challenges  
responding to pupils' diverse learning needs  
overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Despite some of the building being over 30years old it is fully accessible.

#### Drawing up an Action Plan

The Clifton Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The 3 areas that are considered in the Accessibility Plan are as follows:

##### a) Improving Education & related activities

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. The school will endeavour to enable access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs or schools visits. It also covers the provision of specialist equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

##### b) Improving the Physical environment

The school will improve and maintain access to the physical environment, adding specialist facilities as necessary, including improvements to the physical environment of the school and physical aids to access education such as; improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. When planning and undertaking future improvements and refurbishments of the site and premises the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairment.

##### c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

The school will improve 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 timeframe.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Signed on behalf of staff ..... Date: .....

Signed on behalf of Governing Body ..... Date: .....

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
<u>Short Term</u>	Ensure parents/carers with visual disability have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request.	Format of documentation altered appropriately.	As required	The school reacts to the needs of both adults and children so that the curriculum is accessible.
	Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	All children access all aspects of the curriculum. (As appropriate)	Ongoing	
	Ensure areas are	Work with LA		Ongoing	

	clear and accessible for all.	agencies to monitor			
	Any redecorating work within the school is sympathetic to any specific needs	Advice taken re-lighting and colour schemes before any further decorating takes place.	The school decorates in a way that is sympathetic to the VI.	As required	
<u>Medium Term</u>	To continue to develop children's awareness of disability.	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities in to school: E.g. blind dog trust/Chrisites . Use opportunities to show people with disabilities in a positive light: Recent example = Paralympics (Athlete as in 2013)	When needed, the school provides written materials in alternative formats.	As required  Ongoing	
<u>Long Term</u>	Any future plans for further development of the building take DDA issues in to account.	Work with LA and architects when planning modernisations.	Where it can be reasonably achieved, the school building continues to be accessible for all.	As required	