



CLIFTON COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN

'Enjoy and Achieve Together'

Head Teacher L.Jones	Sign and Date	March 2020
Author LA/L.Jones	Sign and Date	March 2020

Next Review Date	March 2021
Committee Responsible	Governing Board
Document locations	Staff shared Drive – Policies

Change History

Version	Date	Change Description	Stored
1	March 2020	Updating staffing	Policies / staff shared
2			
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Please note this policy has been adopted by Clifton Primary School from the Local Authority of Salford. All content has therefore been written by the LA.

Headteacher – Ms L.M.Jones

Chair of Governors – Ms J. Elliott

Clifton Primary School Accessibility Plan
March2020

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 3 areas to be considered in this action plan are:

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.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

b) Improving the Physical environment

The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

[See checklist on page 30 of DfES Guidance.]

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.

[See checklist on page 30 of DfES Guidance.]

Signed on behalf of staff Date:

Signed on behalf of Governing Body Date:

	Targets	Strategies	Outcome	Timeframe	Goals Achieved DATED
<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	Training on phonics etc for year 3 Staff meeting on blank level questioning Staff meeting on differentiation Autumn 2019
	Ensure areas are clear and accessible for all.	Work with LA agencies to monitor		Ongoing	
	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.	On going	EYFS / Hall / 1C have been decorated in a calming colour and backgrounds which do not over stimulate. March 2020
<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	When needed, the school provides written materials in alternative formats.	As required	

		<p>to school: E.g. blind dog trust/Chrisites</p> <p>.</p> <p>Use opportunities to show people with disabilities in a positive light: Recent example = Paralympics (Athlete as in 2013)</p>		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	