

# Accessibility plan

## Clapgate Primary School 2023



<b>Approved by:</b>	TLPS	<b>Date:</b> June 2023
<b>Last reviewed on:</b>	July 2023	
<b>Next review due by:</b>	June 2026	

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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

Clapgate Primary 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. We are a fully inclusive school that aims to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

We value all children and aim to ensure that they reach their potential by offering a broad and balanced curriculum and having high expectations.

### **We aim to:**

- create memories
- nurture talents
- spark curiosity
- raise self-esteem and aspirations
- equip all children with the skills and attitudes they need to be happy, successful and caring individuals.

### **Our golden threads (the basis of our curriculum and learner profile):**

- Spark
- Grit
- Team
- Humanity
- Knowledge

### **Our key values are underpinned by the commitment to teach all children to be:**

- Imaginative and creative
- Motivated and resilient
- Communicators and collaborators
- Respectful and caring
- Knowledge seekers and keepers

**Our school is a safe place where all children can thrive. To ensure this can happen, we ask our children to be:**

- Ready- ready to learn, listen to others, help and do their best
- Respectful – treating people with respect, listening, respecting different points of view, thinking of others and being honest with others
- Responsible- behaving in a responsible way, keeping themselves and others safe, taking care of property and the school, being responsible for their own learning and progress

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 will continue to seek and follow the advice of the Health, Safety and Well-being team (Leeds City Council), Specialist teachers and advisers and appropriate health professionals from the local NHS trusts.

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 staff and governors.

## **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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Our school offers a curriculum which can be adapted to meet the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set taking into account previous progress and are appropriate for pupils with additional needs.</p> <p>SEN Graduated Approach Plans and Speech and language therapy plans are written and regularly reviewed detailing provision required to ensure progress.</p> <p>A traded Speech and Language therapist is</p>	<p><b>To improve outcomes for pupils with SEND in core and non-core subjects, through an impactful curriculum for <u>all</u> pupils.</b></p>	<p>*SENDCO and headteacher to complete the Whole School SEND Review (Leeds for Learning) to identify strengths and areas for development.</p> <p>* SENDCO and headteacher to undertake the SEND Curriculum Review with the Learning Improvement Team to assess the impact of an area of the curriculum for pupils with SEND.</p> <p>*Subject leaders to specifically report on SEN data in their annual subject leader presentation to staff.</p>	<p>Vicky Woodhouse (SENCO)</p>	<p>Ongoing – by date of next review</p>	<p>Teachers have high expectations of all pupils, know their pupils' strengths and needs and make the necessary adaptations to ensure that <b><u>all</u></b> pupils achieve across all areas of the curriculum.</p> <p>Subject leaders ensure the curriculum is appropriately sequenced and teachers are clear about the core knowledge that <b><u>all</u></b> pupils must have.</p>

	<p>employed to deliver targeted therapy to pupils with SLCN needs.</p> <p>The school has a Therapeutic Team who are skilled in understanding and supporting children with trauma and attachment issues.</p> <p>There is a sensory room located centrally to the school to support children with sensory needs to recuperate and relax.</p> <p>There is a safe space located in Key stage 2 for children who need support to emotionally regulate in a safe environment away from others.</p> <p>All staff follow the behaviour policy and adaptations are made to this when needed for children with additional needs.</p> <p>Use of visual aids for children with processing difficulties.</p> <p>Use of assistive technology to aid reading and writing, for example Clicker.</p> <p>Programme of staff training to upskill staff in supporting children with a range of needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p><b>To ensure all stakeholders develop an increased awareness and understanding of SEND, and that there are effective systems in place to express their views and wishes.</b></p>	<p>*CPD for teaching staff covering a range of relevant subjects e.g. assessment.</p> <p>*Monitoring of classroom provision for SEN children.</p> <p>*Feedback to staff and support in developing the quality of provision, across all areas of the curriculum.</p> <p>*Monitoring of interventions, including baseline and post assessments.</p> <p>*To hold neurodiversity awareness weeks to ensure greater understanding around different special educational needs.</p> <p>*Displays in school that celebrate diversity, e.g. dyslexia heroes.</p> <p>*Regular coffee mornings for parents of children with SEND.</p> <p>*Systems in place to</p>	<p>Vicky Woodhouse (SENCO)</p>	<p>Ongoing – by date of next review</p>	<p>The school community have a good understanding of SEND and neurodiversity and work together to offer support and celebrate difference.</p> <p>There are strong relationships between parents/carers, staff,</p>
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			<p>give parents and children the opportunities to discuss and share their views on targets and progress.</p> <p>*Systems in place to ensure that parents have the opportunity to give feedback and this is acted upon.</p> <p>*For the SENDCO to work more closely with the school governor for SEND.</p>			<p>children and external agencies that support good outcomes for children.</p> <p>Parents and children feel heard and are confident that school will act on feedback given.</p>
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Wheelchair elevator</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> </ul>			<p>Lee Cockcroft (Site manager)</p>		

	<ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> <li>Suitable accessible car parking available onsite – this can be arranged with the school office staff prior to a visit.</li> </ul> <p>Regular audits of the site take place. This is completed by the school's Site manager, headteacher and health and safety officers and looks at all areas from a range of perspectives. Any actions arising from this are swiftly dealt with.</p>					
<b>Improve the delivery of information to pupils with a disability</b>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Lighting taking account of people with visual disabilities.</li> <li>External signage</li> <li>Large print resources</li> <li>School website is regularly updated.</li> <li>Arbor email is used to communicate with parents.</li> <li>School Facebook page</li> </ul>	<p><b>To improve the Internal signage within school to clearly identify different areas of the building and include pictorial symbols as appropriate.</b></p> <p><b>To provide information in a range of formats to meet the needs of any school community.</b></p>	<p>*Audit of signs needed</p> <p>*Signs to be designed and ordered to include clear lettering in a friendly font and pictorial symbols as appropriate.</p> <p>*Source support from the LA as needed.</p>	<p>Natasha Singleton (Headteacher)</p> <p>Mandy Belt (School Business Manager)</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>School will have clear internal signage accessible to all.</p> <p>Information readily available in all formats.</p>

	<p>is regularly updated.</p> <ul style="list-style-type: none"><li>• Interpreters are hired to support understanding in meetings.</li></ul>					
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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 school's **Governing Body and Natasha Singleton (Headteacher)**.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND Policy
- Supporting pupils with medical conditions policy

## **Appendix 1: Accessibility audit**

Please see attached sheet for proforma of the accessibility audit.