



# **Accessibility Plan**

**Approved by the Board of Directors on 19.10.2021**

**Autumn 2021**

**To be Reviewed Every 3 Years**

## 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 pupils with SEND can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with SEND to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to SEND pupils and parents.

Our 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.

At The Clinton Church of England School we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. Through our curriculum 360, we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment that champions respect for all.

At The Clinton Church of England School we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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.

### Improving access to the curriculum 3 year plan.

Target	Action	Resources/ cost	Person responsible	Outcome
Research and purchase a total communication system that can be used within curriculum implementation and as visual aids throughout the school environment enabling access for all.	MAT SENDCOs to agree a common approach Programme to be bought. Programme to be implemented and monitored by SENDCOs individual schools.	Cost of programmes such as widgets or communicate in print to be researched and requisition to be placed.	RS/ GH supported by lead SENDCOs in schools.	

<p>Language link and speech link to be used consistently across all schools to enable assessment and monitoring of language needs in younger children within the MAT.</p>	<p>MAT SENDCos to ensure each school has access to speech and language link programmes.</p> <p>All pupils in reception to be assessed on language and speech link yearly.</p>	<p>Cost of programmes when they come to an end at each school.</p> <p>Time to complete assessments - to be completed by TAs.</p> <p>SENDCos to monitor impact and outcomes and bring to regular forums.</p>	<p>RS to liaise with the central team to ensure all MAT school has access to this and there is an up to date knowledge about when subscriptions may expire.</p> <p>TAs to deliver assessments and interventions/ plans.</p> <p>SENDCos to monitor.</p>	
<p>Oracy framework to be implemented and embedded across 2 - 11 year olds to support and enable progression of both written and spoken language.</p>	<p>Oracy ITT lead to meet with the team and roll out.</p> <p>School leads to implement and monitor impact.</p> <p>Children participate in oracy based activities and ALL pupils to work towards inspiring speaker award.</p>	<p>Time out for leads to attend ITT forums.</p> <p>Staff meeting time within schools.</p>	<p>EP and ITT school oracy leads.</p>	

<p>All children with SEND to develop the skill of reading to enable them to access all elements of the curriculum.</p>	<p>Phonics schemes followed in individual schools with pupils matched to books within their phonics range.</p> <p>Staff to be trained to deliver keep up phonics interventions within schools to enable reading.</p>	<p>Phonics programmes and phonetically decodable books bought for each trust school.</p> <p>Key stage 2 phonically decodable books bought to support those with SEND.</p>	<p>GF and phonics/ reading leads.</p>	
<p>To continually develop staff professional learning around curriculum implementation for pupils with SEND.</p> <p>To support scaffolding of learning to access curriculum implementations.</p>	<p>Individual school training on how scaffolding should look in classrooms to enable access to all curriculum subjects.</p>	<p>Staff meeting time. SENDCo time.</p>	<p>School SENDCos.</p>	
<p>To continually develop MAT wide expertise and the social inclusion team.</p>	<p>SEND officers employed across the MAT to be trained as specialists for SEND in key areas such as:</p> <ul style="list-style-type: none"> <li>● Autism</li> </ul>	<p>Costs of training courses.</p>	<p>RS/ GH and Social Inclusion team.</p>	

	<ul style="list-style-type: none"> <li>● Speech and language</li> <li>● Deaf awareness/ system trouble shouters.</li> <li>● Fun fit.</li> <li>● Precision teaching</li> <li>● Safe hold trainers/ facilitators</li> </ul> <p>Consideration over a MAT employed education psychologist.</p>	Research costs.	RS and SW.	
--	--	-----------------	------------	--

**Improving access to the physical environment three year plan**

<b>Target</b>	<b>Action</b>	<b>Resources/ cost</b>	<b>Person responsible</b>	<b>Outcomes</b>
Regular review of arrangements in the case of a fire. Ensure that fire procedures take account of the needs of all pupils.	Consider individual cases – complete PEEPs where required. Examine fire doors, citing of fire signs and signage – particularly with VI pupils in mind.	Time Possible additional resources as necessary	H&S LSC member Health & Safety Officer Appropriate TAs to complete PEEPs and SENDCo to oversee.	

Continually develop classrooms to ensure they are dyslexic friendly and support those with visual tracking and sensory processing disorders.	SENDCOs to create a non negotiable classroom environment document that supports access for those on the SEND register.  SENDCOs to monitor the impact of such documents in schools.	Release time for SENDCos to attend forums and monitor within individual schools.	SENDCo in school.	
Continually update and upgrade smart boards to ensure they are accessible to all within classrooms.	Director of operations to create a plan around the continual upgrade of interactive screens within the trust.	Ongoing maintenance costs.	Director of Operations.	

**Improving access to information 3 year plan.**

<b>Target</b>	<b>Action</b>	<b>Resources/ cost</b>	<b>Person responsible</b>	<b>Outcomes.</b>
Improve the delivery of information for pupils and parents with additional needs.	Audit to ensure all parents and pupils are happy with the way information is available to them.  Information to be collated and best form of access given to those that request	Consider electronic, paper, coloured paper, audio, video, large print etc.	SENDCos/ HTs and administrators.	

	<p>alternatives to what is already supplied by the school.</p> <p>Consider electronic, paper, coloured paper, audio, video, large print etc.</p> <p>Audit signage around the schools.</p>			
--	---	--	--	--

**Raising disability awareness 3 year plan.**

<b>Target</b>	<b>Action</b>	<b>Resources/ cost</b>	<b>Person responsible</b>	<b>Outcomes</b>
Continually celebrate equality through the recognition of additional needs in a variety of ways.	<p>Invite inspirational speakers in.</p> <p>SENDCos to create a calendar of celebratory events for schools to participate in.</p> <p>Libraries to be continually stocked with books that celebrate a diverse range of needs.</p>	<p>Calendar of events.</p> <p>Books, books and books!</p>	<p>SENDCos.</p> <p>Reading and phonics leads.</p>	