



Accessibility Plan

Revised: Summer 2024

Next revision: Summer 2027

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

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and trustees of the school.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improve access to and participation within the curriculum					
To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Clifton All Saints Academy is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
TARGET/ISSUE	LEAD	STRATEGIES/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
SEND and Medical register and information on children with additional needs to be continually updated.	SEND/CO/Office manager	<p>Ensure the SEND register reflects current pupils being supported.</p> <p>Annotate SEND register with relevant developments.</p> <p>Ensure medical register and care plans are up to date.</p> <p>Ensure medical needs are clearer in classrooms.</p>	<p>SEND register</p> <p>Medical care plans</p>	<p>On-going</p> <p>Autumn 2024</p>	<p>SEND register will be regularly updated.</p> <p>Medical care needs will be up to date and teachers and TAs will be aware of children in their class.</p>

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TARGET/ISSUE	LEAD	STRATEGIES/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Effective communication with nurseries and schools to provide quality transition.	EYFS, SENDCo, Headteacher and Safeguarding lead (DSL/DDSL)	To identify pupils who may need additional or different provision for the September/mid-year in-take.	SENDCo time Nursery manager time	On-going	Transition for children into nursery is smooth and adequate and appropriate resource and provision is provided.
Training for all staff to improve access to the curriculum for all learners and removing potential barriers.	SENDCo/curriculum lead, assessment lead and Headteacher	Internal and external training from outside agencies. In-house TA training. Staff meetings addressing inclusive practice and SEND procedures. Teacher SEND check ins.	Staff meeting TA training SENDCo time Teacher time External agency training	2 years	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and effective.

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TARGET/ISSUE	LEAD	STRATEGIES/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
To use appropriate assessment tools and activities for children who have additional needs with highly personalised plans.	Assessment lead, SENDCo and Headteacher	Develop a consistent approach to assessing children with additional needs with a highly personalised plan across the year. To train all staff with this approach.	Staff meeting. SENDCO time Assessment time	On-going	Children with highly personalised plans will have consistent approaches for assessment and children will make good progress as teachers are well informed.

Improve access and delivery of written information

To improve the delivery of information for disabled pupils and parents

TARGET/ISSUE	LEAD	STRATEGIES/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Review documentation on the website to check for accessibility	Office Manager and School Business Manager	Ensure documents are accessible to everyone using commonly known vocabulary Office to be aware of parents who may need support in accessing materials	Office time SBM Time	On going	All parents will be aware of what is going on in school via the website
Ensure written materials are available in alternative formats	Office manager and School Business Manager	Ensure documents are available in other formats where needed such as braille etc	Office time	On -going	Parents are able to access all information

Physical Access to the environment

Improve access to the physical environment

To improve the physical environment to increase the extent that disabled pupils can take advantage of education and associated activities

TARGET/ISSUE	LEAD	STRATEGIES/ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Ensure all children feel safe and involved at playtimes	PE Lead	Play leaders/buddies to encourage children to join in games Teachers to report children who may not be playing and engaging in play at daily briefing for targeted support	<ul style="list-style-type: none"> - Buddy system for new children - Training for play leaders/buddies - Playground Equipment (Sports premium?) 	Started in September and then on-going	Children feel safe in school – evidence in survey results from children
Ensure access for all SEND children within extra-curricular offer and reasonable adjustments are made to enable participation	Office manager/SENDCo/AHT/HT	Audit SEND children use of clubs and extended services	-Registers of clubs	On-going	Increased access of SEND children at school clubs successfully and happily participating with the correct support if required
Maintain safe access round the interior and exterior of the school	School Business Manager	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/we bsite/1:1 school staff Safety improved with parking	Premise meeting minutes - Premise walk	On-going	here is safe access throughout the school No accidents or near misses on Church Street

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SENDCo.

It will be approved by the Trustee Board.

5. Links with other policies

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

- 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