



ACCESSIBILITY POLICY AND PLAN

Revised: Spring 2024
Next revision: Spring 2026

DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

the School means Clifton All Saints Academy

INTRODUCTION

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implantation, review and reporting on progress of the Accessibility Plan over a prescribed period.

AIMS

The aims of this policy are to improve and maintain access to the physical environment, improve access to the curriculum for pupils with a disability and to improve the delivery of written information to pupils and parents.

The School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs, The School is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the School, adding specialist facilities, as necessary. This covers reasonable adjustments to the physical environment of the School and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied. This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupil, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the School and its events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access audit of the School which is undertaken every 3 years. It may not be possible to undertake some of the recommended works on the plan within those 3 years and therefore it may be necessary to roll them forward in the subsequent plan. However, the 3 yearly audits will identify these items and prioritise them for the next plan.

The School Complaints Procedure covers the Accessibility Plan.

The School acknowledges that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

IMPROVING THE PHYSICAL ACCESS AT THE SCHOOL

Item	Action	Timescale
Improve the lighting in all classrooms	Install complaint lighting in all areas of the school that ensures children have access to classrooms that are lit appropriately and classroom lighting can be controlled.	July 2024

IMPROVING THE CURRICULUM ACCESS AT THE SCHOOL

Target	Strategy	Outcome	Responsibility	Timescale	Impact
Ensure all teaching and support staff understand the varying needs of children	<ul style="list-style-type: none"> Update the training for staff in ADHD, Autism, Dyspraxia Staff meetings include an update and feedback session each term Training and support for other difficulties provided by outside agencies/personnel 	Teaching and support staff more confident in providing accessible and effective teaching and learning	HT SENDCo	January 2025	<p>Increase in confidence of staff in supporting those with disabilities.</p> <p>Increased confidence of those pupils with disabilities</p>
Ensure all support staff have intervention training to close gaps for all pupils	<ul style="list-style-type: none"> Revision training for support staff Learners requiring the intervention clearly identified and timetable created. Detailed records of implementation and assessment 	Pupils confidence and ability in phonics and number increases	HT SENDCO	January 2025	There is a measurable improvement in attainment for those pupils