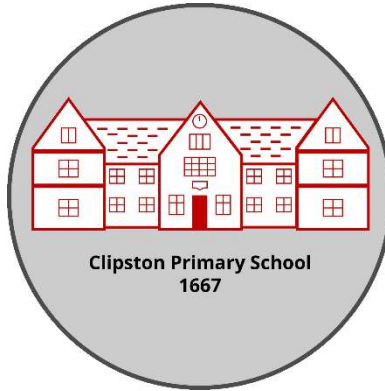


# Clipston Endowed VC Primary School



**Be Kind ~ Be Your Best ~ Be Happy**

## **Accessibility Policy & Plan**

Presented and adopted by Governors: January 2024

Interim review: Spring 2026

Full review: Spring 2027

Signed .....

Mrs Sarah McElroy - Chair of Governors

## **Clipston Primary School's Vision, Mission, Ethos and Aims**

### **Our Vision**

Every Child Matters to God

### **Our Mission**

Be Kind ~ Be Your Best ~ Be Happy

### **Ethos**

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a rounded, connected and coherent education of the highest quality.

We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The school lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the experiences it offers to all its pupils.

### **Aims**

The school's aim, through its Christian ethos, is the creation of a safe, happy learning environment, which supports all children on their journey towards becoming:

- Successful engaged learners, who enjoy learning, who are knowledgeable and skilled, and who make progress and achieve their best;
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future;
- Responsible, happy citizens of the world who have the capacity to make positive contributions to society.

**“Do to others as you would have them do unto you” Luke 6:31**

To achieve these aims, staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

## **Accessibility Policy and Plan**

### **Introduction**

This Accessibility Plan is 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 implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

### **Principles**

In performing their duties, governors and staff will:

- Not treat disabled students less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- Plan to increase access to education for disabled students.

### **Definition of Disability**

Disability is defined by the Equality Act 2010 as:

“A person has a disability 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 carry out normal day-to-day activities”.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified. These action Plans will be reviewed annually as part of the ongoing budget planning cycle.

### **Key Objective**

At Clipston Endowed VC Primary School, we endeavour to make reasonable adjustments to reduce and eliminate barriers that impair access to the curriculum, thus enabling everyone to participate in the life of the school community, including pupils, staff and visitors with a disability.

### **Our Aims**

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school’s plan will be in the following areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format.

## **Audit of current practice and provision**

A ramp is in place to access the double and single mobile classrooms
The school has an accessible toilet.
The school can adapt the KS1 toilets, to enable unimpaired access for pupils with physical difficulties.
The school has variety of spaces outside of the classrooms, which can be used as SEND Spaces / to support the effective delivery of specific training and provision e.g. Speech and Language Therapy and Physio / OT Programmes as well as providing a quiet area to support the needs of pupils requiring a “nurture type” environment.
Pupil progress is monitored twice per year and more frequently for some SEND pupils. Information is shared regularly with Governors about the progress and attainment of SEND (and PP) pupils, e.g. during their termly monitoring visits.
The school has purchased suitable PSHRE resources to support the teaching of Personal, Social, Health and Relationships Education. Kapow has been rolled out and embedded throughout the school since 2023. The syllabus includes exploring Disability Equality issues and the nine Protected Characteristics.
The school regularly reviews its handwriting script to ensure the best support to develop effective writing skills for all pupils from entry into Reception right through to Year 6.
The SENDCo / Inclusion Manager receives regular Inclusion Network updates to keep abreast of current issues.
Pupils with visual dyslexia have access to coloured overlays as required. Some dyslexic pupils in Upper Key Stage 2 also have appropriately coloured paper and/or workbooks provided.
The school provides support for those children with ASD and / or Social & Emotional Development issues to engage effectively in the social aspects of school e.g. at lunchtime.
Specific schemes e.g. Maths / Phonics, support multisensory learning with appropriate resources e.g. magnetic letters and Numicon.
Fire exits from the upper floor have hand-rails and high-visibility paint on each step, to support those with physical and visual impairment – on the rare occasions that these rooms be used by pupils.
Screens of Electronic White Boards can be changed so that the background screen provides reduced glare for children with Visual Dyslexia.
Coaches from Legacy Sports support staff in the delivery of PE lessons, which can be adapted to support physically disabled pupils to take part alongside their peers. Lunchtime / after school clubs are accessible to and support the learning of pupils of all abilities.
The school makes reasonable adjustments and budget allocations to enable physically disabled pupils to attend trips (e.g. a taxi is used to transport the child when a coach is not possible).
The school can provide support to enable a quieter arrival and settling in of children (e.g. those children with ASD / Attachment Disorders) who find the social dynamics at school a challenge – for example free Breakfast Club sessions.

## Action Plan

<b>Increasing the extent to which disabled pupils can participate in the school curriculum</b>		
<b>Action</b>	<b>Resources</b>	<b>Timescale</b>
Endeavour to provide staff with specific training on disability issues in order to be best placed to support pupils in their class.	Training / CPD budget	Prioritise as funds allow and needs arise
Teachers-to-be of Disabled/ ASD children to undertake transition / Review meetings in readiness for new academic year.	Supply budget	Ongoing
Day trips, visits and school led activities to be accessible to all, unless it would be medically inadvisable.	Risk Assessment training – CDP / Training budget / Reasonable adjustments to curriculum budgets (e.g. wheelchair accessible taxis)	Ongoing
Provide a range of Dyslexia friendly books in the school library.	Curriculum budget	Ongoing
<b>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</b>		
<b>Action</b>	<b>Resources</b>	<b>Timescale</b>
Improve access for pupils, staff and visitors with disabilities to access the main entrance by providing “push-button” or automatic door opening to the main door.	Capital budget	As funds allow
Improve access to all areas of the school both ingress, egress and through internal doorways by ensuring that floor surfaces are flush or have ramps and that doorways are sufficiently wide enough to accommodate a wheelchair.	Capital budget	As funds allow
Improve Main Entrance facilities: Lower window, provide low counter or table to max height of 800mm, lower exit button.	Capital budget	As funds allow
Improve access to key fob entry points by lowering these points to allow wheelchair access	R&M budget	As funds allow

The school is a listed (Grade 2) building and as such, there is limited ability to provide lift access to the upper floor.	The school will endeavour to make reasonable adjustments to ensure that if any facilities are provided on the second floor, they are moved downstairs to accommodate pupils using wheelchairs / with impaired mobility, as far as is practical.	As required
<b>Improving the delivery of information to disabled pupils, staff, parents and visitors in an appropriate format.</b>		
<b>Action</b>	<b>Resources</b>	<b>Timescale</b>
Consider providing non-white paper for pupils with visual dyslexia.	Curriculum Budget	Ongoing - as funds allow – where this is deemed helpful
Have systems in place e.g. through the LA, to make available information when requested, in alternative versions e.g. Braille, large print, audio, simplified language.	Office Admin budget	As required
Improve Hall facilities e.g. with an induction loop for HI pupils and other stakeholders	Capital budget / Curriculum costs	As funds allow
Take advice from external agencies e.g. OT / Physio / EP to provide pupils with alternative methods to communicate e.g. touch screens	Capital budget / Curriculum costs	As funds allow

This plan in paper form will be made available on request and will be accessible via the school website.

We will endeavour to make reasonable adjustments, within our budget allocation, to ensure everyone can access all that Clipston Primary School has to offer.