



Accessibility Plan and Policy

Owner:	Director of Inclusion
Date Ratified:	October 2018
Ratified by:	Resource Committee
Date Policy to be reviewed:	Autumn 2021

Accessibility Policy and Plan

1. Aims and purpose of the policy

Claycots School Partnership holds the following values at the heart of our community and aims to embed these values in all that we do. The Accessibility policy and plan relates directly to the application of these values in our school partnership.

- L – Love learning, lead learning**
- I – Investigate and innovate**
- V – Value ourselves and our community**
- E – Excellence through expectation**

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Claycots School is committed to welcoming all our pupils and supporting them to achieve in school. In order to do this, we are committed to creating an inclusive environment for pupils who may have a protected characteristic under the Equality Act 2010.

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

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 available on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan, including the local community and the Local Education Authority. The school have contributed to Slough's Local Offer.

For any questions about this plan, parents or carers are welcome to contact the SENCO at their campus.

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

2. Legal Framework and definition

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. Key Objectives

Claycots School recognises its duty under the Equality Act 2010 to not discriminate against a pupil or potential pupil by treating them less favourably than other pupils.

In drawing up this plan, the school has set the following as priorities:

- To improve the physical environment throughout the school to enable pupils with a disability to access all environments and activities.
- Increase the extent to which disabled pupils can participate in the curriculum by ensuring that the resources used and the teaching and learning environment are suitable for all pupils, with reasonable adjustments made to tailor the teaching and learning environment to pupil's needs.
- Improve the availability of accessible information to disabled pupils by providing support to class teachers to understand the adjustments required, including drawing on the expertise of external agencies and professionals.

4. Action plan

The Action Plan sets out the aims of our Accessibility Plan, in accordance with the Equality Act 2010, and can be seen in Appendix A

5. 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 governing body.

6. Equality Act 2010

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Appendix A – Accessibility Plan.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>To improve the physical environment throughout the school to enable pupils with a disability to access all environments and activities.</p>	<p>The physical environment is regularly reviewed by the Site team and SLT.</p> <p>Accessibility is provided via ramps and level doorways. At the Town Hall Campus there is a lift, which is utilised by disabled staff members and pupils.</p> <p>Children with asthma have an asthma action plan. The school holds emergency inhalers in case of asthma attack.</p> <p>Children with epilepsy have a care plan, supported by the school nursing service. Relevant staff members are trained in the administration of emergency medication.</p> <p>Children with a physical disability may leave the classroom early to provide</p>	<p>Review the learning environment for pupils with a physical disability to ensure that the provisions made for the pupils promote independence.</p> <p>Transition plans to be created for pupils as required every July.</p> <p>Improve the provision for children with sensory processing needs</p>	<p>SENCOs to undertake yearly at annual review or for each September transition.</p> <p>Work with ASD professionals on creating an environment that supports pupils with sensory processing needs on each campus.</p>	<p>SENCOs</p> <p>SLT</p>	<p>Yearly</p> <p>Yearly and review based on pupil needs</p>	<p>Pupils will have a transition plan as part of the review process. Pupils' new teacher will be fully aware of their needs prior to a September start.</p> <p>Pupils with sensory processing needs will be able to access the environment</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<p>additional time to transition between lessons.</p> <p>There is a hoist available and staff have been trained in manual handling where required.</p> <p>There are disabled access toilets and changing facilities on both campuses.</p> <p>Corridors are a suitable width to allow wheelchair access.</p> <p>There are disabled bays in both school car parks.</p> <p>Some specialist equipment is purchased or hired depending on the needs of the pupil, eg visualiser, hoist, physio bed.</p> <p>Pupils with additional needs may have an individual risk assessment and personal evacuation plan in the event of a fire.</p>					

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase the extent to which disabled pupils can participate in the curriculum by ensuring that the resources used and the teaching and learning environment are suitable for all pupils, with reasonable adjustments made to tailor the teaching and learning environment to pupil's needs.</p>	<p>The school has a SEND policy.</p> <p>Teachers who have a child in their class with a disability have support from the SENCO, or external professionals to ensure that adjustments are made.</p> <p>Resources tailored to the needs of pupils who require support to access the curriculum are used when necessary.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure that curriculum resources include examples of people with disabilities.</p> <p>Widen pupil's awareness of additional needs and disability.</p>	<p>Inclusion Team to undertake diversity walks regularly, which will include all protected characteristics.</p> <p>Inclusion team to feed back to SLT on the outcomes.</p> <p>Inclusion team regularly check that access materials are in use eg visually presented information for ASD children.</p>	<p>Inclusion Team</p>	<p>Termly</p>	<p>Evidence of standards walks and scrutiny of children's work will show a range of resources used.</p> <p>Pupil voice will show that pupils have a greater tolerance and understanding of those with a disability or other protected characteristic.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the availability of accessible information to disabled pupils by providing support to class teachers to understand the adjustments required, including drawing on the expertise of external agencies and professionals.</p>	<p>Class teachers are supported by:</p> <p>The wider leadership team</p> <p>Senior Leaders</p> <p>SENCOs</p> <p>Educational Psychologist</p> <p>Specialist Teachers (eg VI or ASD)</p> <p>Specific professionals eg Physiotherapist.</p> <p>A bank of resources and suggestions is available on the staff shared drive</p> <p>Secure pupil files are available to class teachers electronically.</p>	<p>SENCOs to support the class teachers to interpret and apply the information from external professionals and agencies to support the children.</p> <p>Provide CPD to class teachers to support in their understanding of adjustments.</p>	<p>Inclusion team to seek out ways to proactively support class teachers in their understanding of disabled children.</p>	<p>Inclusion team</p>	<p>Termly</p>	<p>Teacher voice will show that the teachers feel confident in supporting pupils with disabilities.</p>

[Type text]