

# Claycots School Partnership



## Accessibility Plan

Owner:	Sarah Mijatovich
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Ratified by:	Full Governing Body
Date of Review:	Autumn 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 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

The aim of Claycots School is to be a high achieving school at the heart of the community where children and staff learn effectively and everyone is valued as an individual, treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to embed our school values in all that we do at Claycots. The accessibility policy has been written with these values in mind:

- Integrity
- Kindness
- Respect
- Curiosity

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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We work with a range of professionals to ensure that pupils' specific needs are identified and addressed as early as possible.

## **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.

### **3. ACTION PLAN**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.  
(see next page)

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum including visual and tactile resources.</p> <p>Where appropriate, we work with external professionals to meet the needs of pupils with a disability, e.g. Specialist teachers for hearing impairment, occupational therapists</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. 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 and reflects the children in our school.</p>	<p>To continue to raise awareness of pupils and staff of the contribution that people with disabilities make to society.</p> <p>To review curriculum resources and ensure they include examples of people with disabilities.</p>	<p>Explore opportunities for guest speakers to visit school and speak to pupils and staff.</p> <p>To continue to participate in events that raise the profile of disabled people, and raise awareness, for example, Autism Awareness Week.</p> <p>To audit resources with other curriculum area leads/Year Leaders to ensure they include examples of people with disabilities.</p>	SENCOs & DHTs for Inclusion	Ongoing

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve and maintain access to the physical environment	<p>The Town Hall Campus consists of three main floors. The Britwell Campus consists of a ground floor only.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Access ramps</li> <li>• Elevators – TH Campus</li> <li>• Corridor widths allow for wheelchair access</li> <li>• Disabled parking bays at both campuses</li> <li>• Accessible toilets at both campuses – on each floor at Town Hall Campus</li> <li>• Changing facilities at our Town Hall Campus</li> <li>• Development of changing facilities at our Britwell Campus.</li> <li>• Evacuation chair at Town Hall Campus for emergency evacuation from upper floors</li> <li>• Classroom resources, books etc. stored at heights suitable for wheelchair users</li> <li>• Hearing loop at Town Hall Campus</li> </ul>	To audit the school environment and consider where adaptations could be made to meet the needs of pupils as required.	School to carry out an annual environmental audit and consider adaptations as and when required according to pupil needs.	Site & Compliance Manager, Headteacher	Annually in Summer Term

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations including visual timetables in classes</li> <li>• Enlisting the help of external providers to advise staff on the needs of specific pupils</li> </ul>	<p>To consider areas in the school where the use of visuals would help pupils and have these displayed clearly.</p>	<p>School to carry out an environmental audit and create visuals to supplement written signs where appropriate</p>	<p>SENCOs &amp; DHT for inclusion</p>	<p>July 2025</p>

#### **4. 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.

#### **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
- SEND policy
- Supporting pupils with medical conditions policy