



Accessibility Plan

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Schools' Planning Duty

Rationale

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the SEND Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to- day activities”. The effect must be substantial, long term and adverse.

This **Accessibility Plan** forms part of the school’s SEND Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. The plan is to be reviewed and updated at least every three years.

At Clifton Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

As stated above, Clifton Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- 1) Special Educational Needs
- 2) Equal Opportunities
- 3) The Ealing Special Educational Needs Local Offer
- 4) Health & Safety policy
- 5) Supporting Pupils with Medical Conditions

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Clifton has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with

parents and all professionals involved in supporting the child.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Ealing SEND team, outreach services, health professionals, Occupational Therapy, Speech and Language Therapy and Educational Psychology Service, the SENCDo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Advisory Teacher for Sensory Impairments
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- Counsellors
- GPs and paediatricians
- School Nurse Team

The school's governors, senior leaders, teachers, teaching assistants and school meal assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs and disabilities such as;

- Attention Deficit Hyperactivity Disorder
- Sensory Impairments
- Specific medical conditions including diabetes
- Autism / Social Communication Needs
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement

Access to the Curriculum

Priority	Action (with lead professional)	Success Criteria	Timescales & Monitoring
<p><i>Universal Approach</i></p> <p>Increase all children's reading ability and love for reading</p>	<p>Review current phonics provision (QFT & intervention) and continue the use of RWI for the whole school (Early Reading Lead and curriculum lead)</p> <p>Evaluate current staff skillset for teaching reading and plan CPD accordingly (Early Reading Lead and curriculum lead)</p> <p>Monitor the use of the school library and extend this to family use (Early Reading Lead and curriculum lead)</p>	<p>Maintain and build on the level of children passing the phonics test. New children's phonological ability/awareness is assessed within 2 weeks of arrival and planned phonics provision will start (QFT & intervention). All adults teaching phonics will be regularly support to ensure the best possible teaching.</p> <p>All teaching staff will be confidence in the teaching of reading and the ability to support children in making (at minimum) the expected progress. Children will be able to access the whole curriculum as their reading fluency develops.</p>	<p>Fortnightly meeting with Early Reading Lead and curriculum lead</p>
<p><i>Targeted and Specialist Approach</i></p>	<p>Reading interventions for children not reading at the expected standard (Early Reading Lead and curriculum lead)</p>	<p>Children who have reading difficulties will access high quality reading interventions, which have been identified as having a good evidence base.</p> <p>Children with reading difficulties, will leave Clifton being able to read at an appropriate age so that they can access the secondary school curriculum.</p>	<p>Fortnightly meeting with Early Reading Lead and curriculum lead</p>
<p><i>Universal Approach</i></p> <p>Develop inclusive, quality first teaching</p>	<p>Professional Development for all teaching staff on adapting and personalising the curriculum for pupils with additional needs – in all lessons (SENDCo, QFT UPR teachers & Subject leaders)</p>	<p>All teaching staff will be trained and confident in our Universal offer for increasing the accessibility to the curriculum.</p> <p>All teaching staff are more able to meet the needs of pupils who have SEND in the mainstream class.</p>	<p>Ongoing Through learning walks, book looks and pupil voice activities from MLT/SLT and QFT UPR staff</p>

<p><i>Targeted and specialist Approach</i></p> <p>Develop an offer of highly effective additional support</p>	<p>Build on all teaching staff skillset to provide highly effective interventions which support children's ability to access the mainstream teaching (SENDCo)</p> <p>Extend the buy in from external professionals/in house professionals (SENDCo):</p> <ul style="list-style-type: none"> - 1 day a week of Educational Psychology Support - 1 day a week of Speech and Language Support - 1 day a week from an Integrative Arts Therapist - Employ a SEND HLTA specialist <p>Continue to develop a multi-sensory, personalised approach to learning (SENDCo) through Outreach from SpringHallow SEND School and Coston ARP</p>	<p>Children with complex SEND will have these met in school. They will be able to transfer new skills learnt back in the classroom, supporting their access to the curriculum.</p> <p>Clifton will work with an extensive range of professionals to ensure that the individual needs of children are fully recognised and then planned for to ensure children make good progress for them.</p> <p>Access to the Wonder Room will support children with Complex needs to make progress in core subjects and life skills</p>	<p>Ongoing SEND Plan and Intervention observations, Data, pupil voice</p>
<p>Ensure physical activity is inclusive</p>	<p>Extend the offer of sports available for pupils with disabilities; Boccia, Kurling & Sitting Football (PE Lead)</p> <p>Designated adults at social times to support children SEND (SENDCo)</p> <p>Celebrate International Day of Disabilities annually with a sporting</p>	<p>A team of children with SEND will represent Clifton Primary School at local competitions.</p> <p>Clifton Primary School will host competitions for children with disabilities from the local area.</p> <p>The profile of sports for people with SEND will be raised.</p> <p>Social times of the day will be accessible for children SEND, motivating them to lead a healthy, active</p>	<p>Ongoing</p>

	theme	lifestyle.	
Promote the awareness of people with SEND	<p>Continue to celebrate International Day of Persons with a Disability; each class studying a person with SEND and an inspirational visit from a famous person with SEND (SENDCo)</p> <p>Continue to ensure that anti bullying week focuses on differences (SENDCo & PSHE lead)</p>	<p>Children with SEND feel valued and represented at school, knowing that they contribute meaningfully to school life.</p> <p>All children have an understanding of the needs of people with SEND. Our children will grow into adults who appreciate the value in everyone regardless of SEND.</p>	Ongoing Pupil voice

Access to the Physical Environment

Priority	Action (with lead professional)	Success Criteria	Timescales & Monitoring
Ensure that the site is accessible to all including wheelchair users	<p>Ensure that the building entrances are compliant with current legislation (SBM & Caretaker)</p> <p>Additional ramp to Talbot building</p> <p>Hoists for children in wheelchairs to use for toileting</p>	Everyone has equal access to the school site	Ongoing Site walks
Planned emergency evacuation of children with a range of SEND	Review current procedures in light of any newly identified disabilities and adapt for all contingencies (SBM & Caretaker)	All individuals can exit the building safely during an evacuation	Ongoing Fire evacuations
Ensure all teaching areas: tables, chairs and layout accommodate wheelchair users and other people with SEND	Evaluate the movement of pupils with SEND and ensure that they have full access to all areas of the school building (SENDCo, SBM & Caretaker)	All pupils feel safe, welcome and confident in accessing the whole school site.	Ongoing Site walks & Pupil voice
Ensure some areas of the	Make sure the children in wheelchairs know how to	Pupils with limited mobility	Ongoing

playground are accessible to accommodate wheelchair users and other people with SEND	<p>access the sandpits and have appropriate equipment to play.</p> <p>Ensure the Lunch Time staff target children with SEND to engage them in play (Pastoral Lead)</p>	or other SEND needs can access specific areas of the playground.	Site walks & Pupil voice
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Access to the Written Materials

Priority	Action (with lead professional)	Success Criteria	Timescales & Monitoring
Ensure pupils and parents with hearing impairments are able to access all information shared.	<p>Where a need is identified, ensure an appropriate method of interpretation is sourced for parents meetings and assemblies/events (signed/ written etc) (SENDCo)</p> <p>Ensure appropriate training is provided for staff working with children with hearing impairments (Makaton/ visual supports etc) (SENDCo)</p>	All pupils and parents/carers will have access to the same information.	Ongoing Parent voice, Lesson observations, feedback from external professionals (teacher of the deaf)
Enable improved access to written information for pupils, parents and visitors.	<p>Raise awareness of font size and page layouts. Consider this for letters sent home (for visually impaired parents/carers consider the need for verbal communication) - (SENDCo & School Admin Team)</p> <p>Audit the school library to ensure the availability of large font and easy read texts when a pupil with a visual impairment is attending school (Early Reading Lead & SENDCo)</p> <p>Audit the signage around the school to ensure that it is accessible to all (Caretaker & SBM)</p>	All pupils and parents/carers will have access to the same information.	Ongoing Parent voice, Lesson observations, feedback from external professionals (teacher of pupils with visual impairment)
Availability of written material in alternative formats when specifically	Review all current schools publications and then promote their availability in different formats (Admin team & SBM)	All pupils and parents/carers will have access to the	

requested		same information.	
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