

Clifton Green Primary School

Accessibility Plan 2024-2027

Signature of Chair of Governors



Signature of Headteacher



Member of Staff Responsible:

Caroline Telford

Reviewing Committee:

Full Governing Body

Statutory/Non Statutory:

Statutory

Date of Adoption:

November 2024

Date of Review:

Every 3 Years or when changes occur

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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 pupils with disabilities can participate in the curriculum

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to pupils with disabilities

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.

At Clifton Green Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

City of York Council and its partners are committed to providing the best possible quality of care and education for all its children and young people within the available resources; supporting and promoting the wider vision of inclusion; identifying and removing barriers to learning for all; valuing diversity; seeking to ensure that all policy and practice promotes equality of opportunity.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

Aim	Current good practise	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Adaptive Teaching is used in every classroom to meet the needs of pupils.</p> <p>Monitoring demonstrates teaching is good across the school.</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities, fostering inclusivity</p>	To achieve the ADHD Friendly School Award	<p>Staff commitment: School staff to attend 3 x 1 hour 30 Minute live webinars (3:30pm-5pm)</p> <p>SENCo to remind staff of the pledges</p> <p>SENCo to put together the shared Slideshow containing each pledge as a heading and share with the wider staff/inclusion team</p> <p>Staff to implement the pledges and assist the inclusion team in collating evidence on a shared Slideshow</p>	Inclusion Team	March 25	<p>Attendance records confirm at least 80% participation in the 3 x 1.5-hour live webinars by school staff.</p> <p>Staff feedback and evidence collected reflect increased confidence and knowledge in supporting learners with ADHD.</p> <p>Inclusion team compiles</p>

	<p>Progress is tracked for all pupils and termly pupil progress meetings are held.</p> <p>Assessment systems have been improved to ensure accuracy of the data.</p> <p>Each child on the inclusion register has a PPP/MSP/EHCP overview which provides a clear plan of support which is written in collaboration with the child and parents.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>Quality first teaching strategies are used as the first response for children with additional needs.</p>		<p>Inclusion team to collect evidence to show that staff have met each pledge which are as follows:</p> <ol style="list-style-type: none"> 1. We pledge to work with the ADHD Foundation to provide a training session for our staff team. 2. We pledge to provide regular opportunities for all learners with ADHD to have access to physical activity and exercise during the school day. 3. We pledge to provide opportunities for all learners with ADHD to learn self-calming strategies such as breathing, progressive muscle relaxation or mindfulness. 4. We pledge to provide tactile resources in every classroom. 5. We pledge to produce a display for the whole school and hold one assembly to celebrate the 			<p>comprehensive evidence showing fulfilment of all ADHD Foundation pledges and the school achieves ADHD friendly school award.</p> <p>Evidence of impact includes improved engagement, behaviour, and progress among learners with ADHD.</p>
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	<p>Interventions which are research based are used for those pupils who require additional support.</p> <p>The school has prioritised Speech, Language and Communication and are working towards the Communication Friendly School Award.</p>	<p>To embed the use of Cherry Garden in Willow Class and for any other child that requires a more personalised offer and is on the EYFS curriculum.</p> <p>To ensure targets are SMART so that small steps of progress can be tracked.</p>	<p>achievements of people living with ADHD.</p> <p>6. We pledge to provide information and support for parents and carers of children and young people with ADHD.</p> <p>Use Tapestry regularly to update branches.</p> <p>Share progress with parents via the journal</p> <p>Make a criteria for which children will use Cherry Garden</p> <p>Identify children early on that would benefit from using Cherry Garden</p> <p>Inclusion team to quality assure PPPS/MSPs/EHCP overviews termly prior to being shared with parents.</p>	<p>SENCo/Teaching Teams</p> <p>Inclusion Team/Teaching teams</p>	<p>July 25</p> <p>November 25</p>	<p>Data shows children have made progress from their starting points.</p> <p>Teachers are using Cherry Garden for all children who meet the criteria.</p> <p>Parents can access Cherry Garden on Tapestry and view progress.</p> <p>Data and feedback indicate that the use of SMART targets and RAG ratings enables staff to</p>
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			Teachers to complete the RAG rating on the inclusion register.			effectively monitor and celebrate small steps of progress.
						Termly reviews show measurable improvement for pupils with PPPs/MSPs/EHCPs, with clear evidence of progression toward their targets.
						Teachers and inclusion staff use the RAG ratings to adapt and refine targets and strategies as needed.
		To achieve the communication friendly award.	The staff identified in KSI, LKS2 and UPKS2 will complete the Elklan training.	Deputy Head/Inclusion team	July 25	1x SENCO, 1x Teacher and 2x TAs complete SLS 5-11s,

			<p>Training to be disseminated to other staff.</p> <p>Audit the environment using the communication friendly criteria</p>			<p>TAs achieve a Level 3 accreditation.</p> <p>1x Teacher and 1x TA become Lead Communication Practitioners (LCPs).</p> <p>Audits confirm that all classrooms meet Elklan's communication-friendly standards</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps</p> <p>Corridor width</p> <p>Disabled parking bays</p> <p>Disabled toilets and changing facilities</p> <p>PEEPs are in place for children that need them.</p> <p>Outside agencies are in regular contact with school which ensures that the school is accessible and that where needed pupils have access to equipment that will help them.</p>	<p>To ensure the new areas of school are accessible for all.</p> <p>To ensure that the school field is accessible to all</p>	<p>Ensure accessibility is discussed at any building meetings.</p> <p>To conduct an up to date audit of the accessibility of the school to ensure it is compliant.</p> <p>Inclusion team to check the current accessibility of the school field for wheelchair users.</p> <p>To research matting that can be used on the school field.</p> <p>To buy matting and for it to be laid.</p>	<p>Site manager/ Leadership team</p> <p>Site manager/ Leadership Team</p>	<p>Ongoing</p> <p>September 26</p>	<p>All new areas meet the requirements of the Equality Act 2010, ensuring they are fully accessible to individuals with disabilities.</p> <p>Clear, well-maintained surfaces provide access to the school field which is smooth, durable, and non-slip, suitable for wheelchair users and individuals with mobility aids.</p>
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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> · Internal signage · Large print resources · Pictorial or symbolic representations <p>The school accesses support from outside agencies, such as the Teacher of the Deaf and the Visual Impairment team to ensure that we are meeting their needs.</p>	<p>To achieve the communication friendly award.</p>	<p>The staff identified in KSI, LKS2 and UPKS2 will complete the Elklan training.</p> <p>Training to be disseminated to other staff.</p> <p>Audit the environment using the communication friendly criteria</p>	<p>Inclusion Team/Deputy Headteacher</p>	<p>July 25</p>	<p>1x SENCO, 1x Teacher and 2x TAs complete SLS 5-11s, TAs achieve a Level 3 accreditation.</p> <p>1x Teacher and 1x TA become Lead Communication Practitioners (LCPs).</p> <p>Audits confirm that all classrooms meet Elklan's communication-friendly standards</p>
		<p>To ensure that written information on a large screen is accessible to children with a</p>	<p>Song lyrics/presentations printed on large print and/or mirrored on an Ipad in advance of any concerts/whole school events</p> <p>IT technician to look into apps</p>	<p>Teaching teams</p>	<p>July 25</p>	<p>Pupil voice demonstrates children with a visual impairment feel included.</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 reviewed and approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

SEND policy

Supporting pupils with medical conditions policy