

## **Clive CE Primary School Accessibility Plan**

### **Purpose and Direction of the School's Plan: Vision and Values**

Clive CE Primary School is committed to and has high ambitions for all its pupils, responding to their diverse needs and expecting them to participate and achieve in every respect of school life.

The school will make every reasonable effort to ensure equal opportunities for staff, pupils and visitors, making realistic allowances for their individual circumstances.

### **Mission Statement**

At Clive CE Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Clive CE Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **Information from Pupil Data and School Audit**

Clive's priorities for the development of information and data to support the school's accessibility plan are to:

- Identify all staff and pupil disabilities and impairments to ensure adequate and suitable provision for all is provided;
- Consult pre-school providers to ascertain advance information on the needs of future intakes;
- Utilise and expand the existing school databases to include all relevant information which is recorded and accessible to appropriate staff and agencies;
- Consult with pupils, parents and outside agencies to agree adequate provision for individual student's needs.

### **Views of those consulted during the development of the plan**

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Access Plan.

Examples of involvement include questionnaires, feedback slips and drop in sessions.

## **Increasing the extent to which disabled pupils can participate in the school curriculum**

The school will prioritise improvements for increasing access to the curriculum by:

- Continuing to encourage high expectations among all staff and pupils;
- Developing and increasing curriculum opportunities to become more inclusive to meet the needs of all pupils;
- Linking provision to the School Development Plan;
- Investigating and further utilising staff expertise;
- Extending training for those with roles of responsibility including SENCo and Support Staff, ensuring it meets the needs of all pupils;
- Using specialist agencies eg Speech and Language, Child and Adolescent Mental Health Service (CAMHS), Learning Support Advisory Teacher (LSAT) etc to advise on developing provision and extending opportunities;
- To make effective use of Multi Agency working;
- Further developing systems of peer support;
- Sharing information with families, by newsletters etc;

## **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

When a disabled pupil is due to be admitted to school we need to consider that there is appropriate provision to cater for the child's needs to include:

- Full access to the school curriculum;
- Modified (if appropriate) access to the curriculum;
- Access to extra-curricular / extended schools activities.

This may include:

- Provision of wheelchairs;
- Access to areas of the school by wheelchairs, routes, temporary ramps;
- Variation to provision of furniture for those with physical disabilities;
- Appropriate and adequate signage;
- Parking facilities;
- Sound deadening materials (to aid pupils with hearing impairment);

An evaluation of facilities will take place through the Premises, Security and Health & Safety Committee advised by leading practitioners.

Where necessary, support will be sought from outside the school from services, other agencies and organisations. Alterations to buildings will be in consultation with LA Property Services.

### **Improving the delivery to disabled pupils, of information that is provided in writing for pupils that do not have a disability**

These children may be selected for assessment by the Learning Support Advisory Teacher (LSAT).

In addition to this:

- Differentiation of learning activities with provision of pictorial information;
- Direct verbal communication with parents who struggle with literacy;
- The school is already committed to providing large print of a suitable size for all visually impaired pupils;
- Where appropriate, other methods of providing written information will be sourced including - if required - Braille, interpretation, amanuensis, loop-audio systems and one-to-one support from Teacher / Teaching Assistant;
- The seating position for pupils with impaired vision and / or hearing will continue to be managed to benefit the individual.

### **Provision of Alternative Recording**

Children who find it difficult to record ideas in writing have access to a range of alternative recording methods and resources, including:

- Voice recorders;
- Computer programs, eg Clicker 5;
- Makaton;
- Photographs.

### **Management, Co-ordination and Implementation**

The Governing Body takes ultimate responsibility for the development and implementation of the school's Accessibility Plan and in order to do this representatives meet regularly with the Headteacher to identify targets and monitor progress. Progress is also reported annually to the full Governing Body.

The Governing Body will also address equality duties as they apply to the employment of people with disabilities where reasonable adjustments will apply.

Good practice examples:

- Promoting equality of opportunity between disabled and other people;
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people.

The SENCo leads on developing Disability Equality within the school and will, with the support of the Headteacher, raise awareness of the requirements of the DDA with staff, pupils and parents. Where appropriate, the views of disabled pupils will also be sought in further developing and evaluating the plan.

The Plan will be reviewed and amended annually, as necessary. It should be read in conjunction with the Behaviour, Health and Safety, Inclusion, SEN and Equal Opportunities Policies as well as the School Development and Asset Management Plans.

#### **Getting hold of the school's plan**

The plan will be distributed to all staff, Governors and parents for whom it will be relevant. It will be available to anyone on request and its existence will be made known to the parents via the school newsletter.

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