



Doing our best to achieve our best

Clarendon Primary School, Nursery & Family Centre **Accessibility Plan**

School philosophy:

Within a secure and caring environment and in partnership with parents, staff and governors, Clarendon Primary School and Nursery are committed to developing the potential of every child, irrespective of disability, gender, ability or cultural or ethnic background. Our aim is to ensure equality of opportunity for every child or employee with a disability; to value individual talents and abilities; to remove barriers to progress and to make reasonable adjustments to reduce disadvantage and ensure every member of the school's learning community reaches and performs at their full potential. Our aim for every child is to: 'Do the best they can to be the best they can.'

We believe our school creates an environment where all children are proud of their achievements and where developing respect for each other is at the heart of our school community. In order to make best use of the resources available to children, particularly for children with SEND, we respond to needs as they emerge. In this way we can develop solutions tailored to an individual's needs.

Although Clarendon is situated in an old 1930s building, we are committed to providing a fully accessible and inclusive ground floor learning environment which values and includes all pupils, staff, parents and visitors regardless of their educational ability; their physical, sensory and social needs; or their spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and focus on developing a culture of awareness, tolerance, acceptance and inclusion.

Definition of Disability:

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under this definition, we view the following as disabilities:

- a visually or hearing impaired person
- a person with a physical disability/other physical need, e.g. Cerebral Palsy
- a person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition such as colitis etc.
- a person with an Autistic Spectrum Disorder.
- a person with Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder.
- a person with Developmental Language Disorder.
- a person with Down's Syndrome.
- a person with Developmental Coordination Disorder (Dyspraxia).
- a person with Dyslexia.
- a person with a general learning need.

School's Duty

The Disability Discrimination Act of 2005 places a duty on the school to have due regard for the following when carrying out its functions:

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

In compliance with this, the school and governing body focus on ensuring:

- Disabled pupils are not treated less favourably than others due to their disability.
- That reasonable adjustments, for disabled pupils and staff, are made so that they are not at a substantial disadvantage.
- Appropriate actions are planned to increase disabled pupils and staff access to the learning environment and education as well as access to wider school activities.

Related policies

This Plan should be read in conjunction with the following documents and policies:

- The School's Equality Policy and Single Equality Scheme
- The School Improvement Plan
- The Teaching and Learning Policy
- The Assessment Policy
- The Health and Relationships Education Policy (Previously known as the PSHE policy)
- Relationship and Sex Education Policy
- The SEND Policy
- Other curriculum policies
- The Health & Safety Policy
- The Behaviour and anti-bullying Policy
- PSHE curriculum planning
- Sex & Relationship Education Policy

Information from pupil data and school audit

Clarendon Primary School is a single form entry primary with approximately 210 children on roll and approximately 50 children in the nursery. Of these, 40 children are currently flagged on our SEND register, (Nursey to Year 6) 11 of which have an Education Health and Care Plan.

Numerous children also have an identified disability, which include diabetes, specific medical difficulties, Autistic Spectrum Disorder, ADHD, Global Developmental Delay, Cerebral Palsy and Dyslexia. For all of these children school provision is or would be adapted where necessary to enable them to participate fully in school life.

Although this audit of need was accurate when the plan was reviewed, we are mindful that this is a continually changing picture with individual provision arrangements needing review and adjustment in the light of any change which arise.

Disability access and admission

The admission arrangements for a pupil with disabilities are as follows:-

- Extensive liaison with parents and, (where possible) supporting agencies. This is in advance of the child's admission to the school and helps to identify special provision arrangements required to plan and implement reasonable steps to ensure that the child is not placed at a substantial disadvantage to those who are not disabled.
(In some cases, a joint placement may also be considered.)

N.B - “Reasonable steps” is understood primarily to refer to the policies, procedures and practices of the school.

- Reviewing current support arrangements, to ensure that sufficient and appropriate support is available to enable equal opportunities for all.
- Undertake any reasonable physical adjustments to the environment or provide auxiliary aids and services required.
- Ensure staff receive appropriate guidance, training and support to meet the school’s duties for disabled pupils or adults.

Other considerations:-

- Whilst Clarendon is housed in a two storey 1930’s building, the downstairs has been adapted to cater for children and adults with physical disabilities. Within each class, staff work flexibly to organise classrooms in a way that enables sufficient access to all.
- When organising offsite educational visits, special attention is given to ensuring all arrangements and destinations meet the needs of any person with an identified disability.
- If a pupil is absent from school for an extended period of time, liaison with parents and relevant personnel, from health and the local authority, will take place in order to facilitate the best possible access to the curriculum.

Consultation process undertaking during the development of this plan:

The following people were consulted during the review of this plan:

- Headteacher
- Senior Leadership team
- Special Educational Needs Co-ordinator
- Governors
- A cross section of parents who have children with an identified disability
- All parents through an opportunity to view a copy of this plan on our school website.
- A cross section of pupils across the school. (Questions considered: What does our school do to help everyone with their learning? What could we do to make it easier for everyone to learn?)
- Staff at school - consulted regularly through staff in-service training and informal discussions.

Identified strengths of the school:

The school considers the following as key strengths when working with disabled pupils:

- The school has an inclusive culture which equally values the strengths, contributions, individuality and needs of all.
- Apart from children identified as requiring specialist provision, there are no areas of the curriculum, which disabled pupils, who attend the school, are unable to access (i.e. after being appropriately differentiated.) **N.B** – For those pupils identified as requiring specialist provision, the best possible adaptations are made in consultation with any external supporting agencies.
- The school takes care to ensure lessons and additional interventions are planned with the view of promoting the development of the whole child and, where appropriate, work with a range of external agencies to ensure access for individual pupils is optimised.
- Children in receipt of an Education Health and Care plans have outcomes, targets and provision arrangements set based on what is stated in the plan and these are reviewed regularly as well as at an Annual Review.
- All children on the SEND register have a support plan, with outcomes and specific targets set, related to their needs and assessment and these are reviewed termly.
- The ground floor and outside areas are fully accessible for disabled pupils.
- All school practices, procedures and policies are completed with an awareness and regard to the needs of disabled pupils currently attending the school.

- Regular staff meetings are held to promote and further develop staff knowledge on a range of pupil support strategies, interventions and types of difficulties. (These include meetings for class teachers and teaching assistants.)
- Information shared with parents is available in a range of formats, including paper and electronic. (Other adaptations are made when necessary, e.g. there is the facility to enlarge school documents.)
- Enhanced transition arrangements, for specific pupils, are made when they change schools or year groups.
- The school operates an 'open door' policy, which encourages the involvement of parents in their child's learning and the sharing of information that will help us facilitate their child's access to school as well as the curriculum.

Making the plan happen

Management, coordination and implementation

- The school's plan has been presented to the full governing body and approved by them.
- The responsibility for the implementation of this plan lies with the governing body, Headteacher and Special Educational Needs Co-ordinator (SENCO).
- The plan will be reviewed and revised regularly to ensure it is still relevant. (Planned resources and funding will be sought from appropriate sources as and when necessary and key actions will be identified in the School Improvement Plan.)

Access to the School's Accessibility Plan

- A copy of the accessibility plan will be available from the school office and on the school's website.
- The SENCO, Headteacher and SEN Governor will also hold copies.

Plan organisation:

The following plan sets out the key actions the school and governing body has taken / will take to facilitate and increase access to the school's learning environment and the educational opportunities provided to disabled pupils. These have been sub-divided into the three main areas required by the DDA planning duties:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving access to the school's learning environment and to increase the extent to which disabled pupils can access and take advantage of the educational opportunities and associated services provided.
- Improving the delivery, to disabled pupils, of information which is provided in writing.

Monitoring:

- This policy needs to be referred to each time a child with a disability or medical need is admitted to our school and is reviewed with the school Welfare Assistant, Family Centre Manager/Outreach Worker and/or Special Educational Needs Co-ordinator to consider specific adjustments required to the school environment and current educational practices.
- Senior staff will monitor the implementation of the policy/plan by regular consultation, by way of a physical check of the school premises and by considering the questions posed in appendix 2.

Policy review

Date reviewed by governing body:	Spring term 2021
Next planned review date:	Spring term 2024

General

Target	Actions	Resources	Time scale	Expected outcomes	
The school's accessibility plan and identified actions continue to reflect the changing needs of the school community and government guidelines / legislation.	<p>Annually review progress against the following action plan as well as emerging priorities due to changes in the school's user profile.</p> <p>Adjust the plan accordingly and carry out planned improvements / changes.</p>	As required	Annually and then ongoing	In light of the changing needs of the school's community, government guidelines and legislation, identified school priorities continue to be relevant and appropriately actioned.	
The school's accessibility plan continues to meet the needs of individual children and staff.	<p>Review identified actions and accessibility requirements in light of new staff or children joining the school with an identified need or disability. This is to ensure the school environment and curriculum is appropriately adapted and accessible to all.</p> <p>If required, adjust the plan accordingly and carry out planned improvements / changes.</p>	Completed individualised risk assessments as and when necessary.	As required	All staff and children are able to access the learning environment and curriculum on offer (as appropriate) and subsequently feel they continue to be seen as a valued member of our school community.	

Improving access to the school's learning environment

Target	Actions	Resources	Time scale	Expected outcomes	
<p>To ensure school access arrangements do not impact on a child's learning and social development.</p> <p>To ensure any specialist resources required appropriately target identified need.</p>	<p>As disabled access is not possible in our corridor upstairs, classrooms may be changed to accommodate learning downstairs.</p> <p>Review any specialist or specific resources, aids or equipment children / staff will require, e.g. use of quiet / calm spaces, access to wobble cushions, resistance bands, sensory or calming boxes and seating etc.</p>	As identified for individual pupils / members of staff through the completion of a 'needs review' / risk assessment.	Long term	<p>All pupils will have access to appropriate learning opportunities, whatever their disability.</p> <p>The school is responsive to making necessary changes or required resources available as and when required.</p>	
To develop calming spaces and sensory opportunities throughout the school.	<p>Develop a therapeutic environment in a designated room for delivery of 'Emotional Literacy' and 'Drawing and Talking' Sessions.</p> <p>All class teachers are clear about their responsibility to create a quiet/calm spaces.</p>	Designated room is painted and furnished with displays and secure cupboard space to store confidential	By October 2021 and ongoing	<p>The school supports the inclusion of all children, particularly those experiencing or have experienced trauma or those showing behavioural, social, emotional needs.</p> <p>A designated therapeutic room is used on a regular basis for 'ELSA' and 'Drawing and</p>	

	<p>In addition, all adults in the school exploit opportunities for promoting 'therapeutic connections' with children, wherever possible. (Compassionate School Approaches utilised).</p> <p>Sensory Circuits introduced in the Early Years and trialled in KS1 – with advice from the Specialist Teacher for Inclusive Practice team lead for Social, Emotional and Mental Health.</p>	<p>information (generated from sessions)</p> <p>Training in the 'Compassionate School's' approach.</p> <p>Equipment and resources purchased for the sensory circuits.</p>		<p>Talking' Sessions as well as other 1:1 sessions for children who have suffered a bereavement or have a parent/carer with long term illness or have suffered other adverse childhood experiences over time.</p> <p>All classes have a quiet/calm area with sensory items available for either individual children/ general use.</p> <p>Spaces in the school, (e.g. near to the library) are considered for a sensory experience.</p> <p>The Nursery and Reception classes have incorporated sensory circuit time for identified children who need support to regulate.</p>
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Increasing the extent to which disabled pupils can participate in the school curriculum

Target	Actions	Resources	Time scale	Expected outcomes	
To further develop assessment for learning opportunities as well as the use of diagnostic assessment tools to help identify next steps in learning, implementing targeted interventions as and when required.	<p>Use of staff meetings to discuss and explore specific assessment for learning strategies and use of standardised assessment information as well as provide regular opportunities for staff to moderate children's work and identify next steps in learning.</p> <p>Further develop the use of diagnostic assessments to acquire standardised data in reading fluency and comprehension.</p> <p>SENCO / identified staff to administer other assessments (such as for working memory and speech and language needs) to identified children.</p> <p>Informal Literacy and Maths assessments to be undertaken by a specialist teacher for those children who have indicators of a specific learning need (e.g. dyslexia) or other significant learning need.</p>	<p>Training for analysing reports and data.</p> <p>Use of a range of diagnostic tools to be used by SENCO and identified staff to support embedded assessment practices already taking place in school.</p> <p>SENCO to liaise with Specialist Dyslexia teacher for administering assessments and plan costings.</p>	July 2021 and then ongoing	<p>All planned learning builds on the identified needs of each individual or small groups of learners.</p> <p>Expectations in core subjects used to highlight areas that need to be addressed for the majority of children as well as individuals to make progress in order to diminish the gap between them and their peers.</p> <p>All pupils make at least expected progress, with at least 85% of children on track to meet end of year expectations. (NB: Children on the SEND register may have their expectation of progress adjusted according to the complexity of need, previous progress made and consideration of other mitigating factors)</p>	

<p>Within the curriculum, ensure all areas of learning can be accessed by children with a disability and that there is effective differentiation used for children with SEND.</p> <p>To monitor and explicitly consider equality and access to learning for all children, including those with SEND needs.</p> <p>To develop inclusion advocates, who champion full access in all aspects of school life, considering individual needs and ensuring adjustments are made accordingly, particularly with regard to emotional well-being and mental health.</p>	<p>All subject leaders to ensure there are inclusive practices adopted within their subject areas; for instance using a range of approaches and teaching styles to cater for visual, auditory and kinaesthetic learners.</p> <p>Classroom learning environments adapted to facilitate for flexible teaching arrangements where required.</p> <p>Opportunities made available for staff to share good practice regarding planning and teaching.</p> <p>SENCO to support staff with identifying specific access strategies for individuals / small groups of children.</p> <p>As part of the ongoing development of our P.E provision, 'inclusion advocate' to support the development and purchasing of appropriate access resources.</p>	<p>Purchasing of resources required for specific aspects of the curriculum to enable children to 'hook' into the learning and to aid engagement.</p> <p>Zones of Regulation materials are shared and used for universal and targeted provision.</p> <p>Use of sports premium funding for purchasing specialist P.E. equipment.</p>	<p>July 2021 and then ongoing</p>	<p>All children are able to effectively access the curriculum.</p> <p>Class timetables, observations, planning, evaluations and children's work show that all pupils are able to access the curriculum on offer and that the use of appropriate differentiation is embedded school practice.</p> <p>All areas of the curriculum are taught within a suitable teaching environment.</p> <p>Staff show a greater awareness of disability.</p> <p>Children have a sense that there are trusted adults that they can approach as well as identified key adults who check in with them regularly.</p> <p>The 'Zones of Regulation' approach is used throughout the school and a common language, relating to regulation and strategies to try to stay related, is familiar and used by all.</p> <p>Adapted resources and specialist equipment is seen being used in P.E. lessons. All pupils are able to take an active role in P.E lessons.</p> <p>All 'disabled' pupils feel that their work and ideas are valued during P.E sessions.</p>
<p>To promote access to a range of approaches and programmes recommended by outside agencies to support learning / access to the curriculum, e.g. Colourful Semantics and Word Aware as well as programmes such as Numicon, Lego Therapy, and Social Skills groups.</p>	<p>Work with the Specialist Teacher for Inclusive Practice to enable further training and ongoing development of programmes.</p> <p>Maths Co-ordinator to liaise with staff with regards to approaches that enable greater reasoning and that support children with the use of resources to aid their thinking process. Numicon programme to be overseen by Maths subject leader.</p> <p>Literacy subject leader, alongside the SENCO/ DHT/HT, to monitor how approaches are aiding progress and access to the curriculum as well as their consistency of use across the year groups.</p>	<p>Subject Leader release time to monitor and evaluate.</p> <p>Increase availability and amount of resources for approaches and programmes across the school.</p>	<p>By October 2021 and then updated on an ongoing basis</p>	<p>A clear training plan is in place and delivered accordingly.</p> <p>Staff feel better informed about the variety of approaches that enable greater access to children with Special Educational Needs and Disability.</p> <p>Consistent access is observed across the Key Stages by SLT and middle leaders.</p>

Improving the delivery, to disabled pupils, of information which is provided in writing

<p>To develop pupil understanding and awareness of their own disabilities and how they can manage them.</p>	<p>SENCO to work with the EP service and other professional agencies, such as the Primary Mental Health Worker, to develop information sources which help children understand their own disabilities.</p> <p>Provide access to social skills support groups and 1:1 ELSA/ Drawing and Talking programmes as necessary.</p> <p>Build in opportunities for children to share a 'good day' and 'bad day' as well as using other tools such as the 'Blob Tree' picture as tool to gauge emotional well-being.</p> <p>Adults exploit opportunities to regularly connect with children & check in with them; in line with the Compassionate Schools Approach & Emotional Coaching techniques.</p> <p>Children on the SEND register in KS2 have an opportunity to discuss their outcomes and targets with a key adult.</p>	<p>EP/ PMHW allocation.</p> <p>Staff time required to deliver Social Skill programmes.</p> <p>Allocated supervision time half-termly for two ELSAs.</p> <p>SENCO time to discuss referrals and ongoing monitoring of ELSAs</p> <p>Key adult (CT/TA) to be allocated time for 1:1 sessions with KS2 children.</p>	<p>Long term and ongoing</p>	<p>The school has better capacity to help pupil's understand their own disability.</p> <p>Children feel part of the process when talking about what has gone well and what could be even better.</p>
<p>To ensure that disabled parents are helped to effectively access information about their child's progress.</p>	<p>Alternative ground floor meeting arrangements made for any child who has a parent with a physical or visual difficulty.</p> <p>On entry to school, preliminary meetings will be used to ascertain any specific needs of parents / carers and how they can best be supported.</p> <p>Appropriate written mediums will be identified to ensure effective ongoing communication.</p>	<p>Appropriate meeting spaces</p>	<p>Long term and ongoing</p>	<p>Parents and carers feel supported by the school and are able to access appropriate information in a timely manner.</p>

Appendix 1

The following points are discussed when identifying what constitutes appropriate provision, when considering improvements to the physical environment and when making improvements to the delivery of information provided to disabled children and their parents.

Provision

- Accessibility not only covers teaching and learning, but also the wider curriculum of the school. This includes children's participation in after school clubs, sporting and cultural events and school visits.
- Clarendon aims to remove any barriers, which may be evident within the school environment.
- Clarendon is responsible for providing a broad and balanced curriculum for **all** pupils and has a key role to play when planning lessons in order to increase access to the curriculum for all disabled pupils.
- We need to provide additional provision to enable pupils, with learning difficulties and/or a disability, to access the curriculum. When focusing on this, we should consider the needs of all disabled pupils and use a variety of approaches when planning and delivering the curriculum as this will enable us to draw on the different strengths and aptitudes each child has.
- Clarendon staff should also consider the ongoing use of flexible teaching and grouping arrangements.

Improving the Physical Environment

- Clarendon will ensure that any reasonable improvements required to the physical school environment are made and the use of mobility aids are implemented to maximise individual pupil access to all educational opportunities.
- The school considers the school physical environment as steps, stairways, kerbs, exterior surfaces and paving; parking areas, building entrances and exits, (including emergency escape routes); internal and external doors, gates, toilets and washing facilities; lighting, heating, ventilation, floor coverings, signs, interior surfaces, room décor and furniture.
- Physical aids to access education might include: specialist ICT equipment; enlarged computer screens and keyboards; concept key boards and switches; photocopying enlargement facilities; specialist desks and chairs; and portable aids for children with motor coordination and poor hand/eye skills, e.g. specialist pens, pencils and pencil grips.
- Whilst improvements to physical access might include ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting, and blinds; improved access to the physical environment may be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, identifying designated storage space and reallocating rooms so that rooms required are located on the ground floor.

Improving the delivery of information to disabled adults, pupils and their parents

- Clarendon would ensure that all written information, normally provided by the school, is presented in an accessible fashion to all its pupils.
- Information should take account of pupils' disabilities as well as their preferred formats. (This includes the preferred format for their parents.)
- Information provided might include handouts, timetables and information about school events.
- When necessary Clarendon will attempt to provide information in alternative formats and in alternative ways, (such as large print, audio tape, Braille, a recognised symbol system, through alternative ICT solutions or by face to face oral communication.)

Obtaining advice: Advice will be sought from specific outside agencies depending upon the disability of the child/adult and the accessibility requirements required. These agencies may include: The Physical and Sensory Support Service, Occupational Therapy, Physiotherapy and Specialist Teachers for Hearing and Visual Impairment.

Appendix 2

Key questions to consider when monitoring and reviewing this plan

How does Clarendon deliver the curriculum?	Is the school designed to meet the needs of all pupils?	How does your school deliver materials in other formats?
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Does the size & layout of areas allow access for all pupils? Areas include - all academic spaces, sporting and play facilities, social facilities, classroom environments, the assembly hall, the canteen, library	Is information provided given in a manner accessible by all members of the school community? e.g. using simple language; using symbols or large print; provided on audiotape or in Braille.
Are your classrooms optimally organised for disabled pupils?	Can pupils who use wheelchairs and specialist walking equipment to move around the school as independently as possible without experiencing barriers to access. (These can be caused by doorways, steps and stairs, toilet facilities and showers)	Is information presented to groups in a way which is user friendly for people with disabilities?
Do lessons provide opportunities for all pupils to achieve?	Are parking arrangements and pathways around the school site safe, logical and well signed?	Do we have access to the facilities required, such as ICT, to produce written information in different formats?
Are lessons purposeful and responsive to pupil diversity?	Are emergency and evacuation systems set up to effectively inform ALL pupils of the need to evacuate? (This includes an alert system with both visual and auditory components?)	Do we always ensure that staff are familiar with technology and practices developed to assist people with disabilities?
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with e.g. a visual impairment, autism or epilepsy?	
Are all pupils encouraged to take part in music, drama and physical activities?	Are all areas, used by pupils, well lit?	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example those with a physical, hearing or visual disability?	Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and use of 'noisy' equipment?	
Do staff recognise and allow for the additional time required by some disabled pupils to use specialist equipment in order to complete their work?	Is furniture and equipment selected, adjusted and located appropriately to allow easy access for all?	
Do staff identify alternative ways of providing the required access arrangements needed by pupils with a specific disability, e.g. during P.E lessons for pupils with a physical disability?	Are there designated areas to aid delivery of programmes/ interventions to cater for emotional well-being?	
Do staff provide access to required specialist computer technology?	Are there spaces within the school that children can use to regulate?	
Are school visits, including residentials, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		
Are pupils given the appropriate interventions, support and opportunities to develop specific skills required when using specialist equipment?		
Are required interventions delivered at a time that minimises disruptions to the general curriculum?		