

Clifton Primary

School



Accessibility Plan

Spring 2024

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Local Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Local Governing Body of Clifton Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting Points

1A. Vision and Values

At Clifton Primary School we are committed to inclusion and equal opportunities for all children and staff. Our curriculum will reflect this and we will aim to increase accessibility to the school's facilities for all by:

- Planning a curriculum that meets the specific needs of all pupils
- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Improving the physical environment of the school site
- Improving the delivery of information to pupils and adults with disabilities

The Local Governing Body will ensure that the staff are familiar with the vision and values of the school and have appropriate training so that these can be achieved.

This plan will influence the School Improvement Plan.

1B. Information from Pupil data and School Audit

The school serves the Myton Ward in the City of Hull, an area of very high deprivation – Data is taken from the January School Census -

- 77% of households are categorised within 10% of the most deprived households nationally.
- Percentage of traveller pupils = 0.5%.
- Percentage of pupils with English as an additional language = 57%. The main languages spoken other than English are Bengali, Kurdish and Polish.
- Number of languages spoken = 32 including English
- Numbers of pupils eligible for free school meals = 42%.
- 19% of pupils in the school have special educational needs. This is broadly in line with both the LA and national averages.
- Percentage of pupils at SEN Support stage of SEN Register = 18.4%.
- Percentage of pupils with a statement of Special Needs = 1.8%.

Staff awareness

- Communication of children's needs within the school is good;
- Curriculum adaptation wherever possible is the expected norm in order for children to gain access to the curriculum and other activities including visits out of school
- Our aim is for all children to reach their potential, with the expectation that the majority will achieve the stated End of Year Expectations from the National Curriculum.

Impact on disabled pupils on the way the school is organised

- The school policies and procedures take account of disabled children;
- The physical environment of the school, being on two levels, does not lend itself to easy access;
- The curriculum is suitably differentiated to enable access by all;
- The school has many learning aids used to support children in their learning.

Outcomes for disabled children

The children try hard and achieve appropriately in extra-curricular activities. They are expected to participate in the swimming programme and sports activities and with careful planning for their needs, often achieve well. The school works in partnership with parents and other agencies to enable positive outcomes for children who need support.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- The school tracks the achievements of all vulnerable groups and uses the data to formulate appropriate individual targets
- Policies will be reviewed to ensure conformity with the DDA
- The school will work with appropriate agencies to ensure that the medical procedures of the school conform to current requirements

1C. Views of those consulted during the development of the plan

All available parties were consulted in the preparation of this plan. However, there is scope to gather further information over the life of the plan using formal and informal methods

The school has set the following priorities in respect of consultation on the plan:

- Use a parent questionnaire to ascertain on-going views on an annual basis
- Meet with external agencies annually to see if any adjustments are needed

2. The main priorities in the school's plan

2A. Increasing the extent to which disabled pupils can participate in the school curriculum

The school has refined and adapted the curriculum so that it meets the requirements of all pupils more effectively and continues to do this on an ongoing basis. This is to make the curriculum more relevant and easily accessed by all children. This will identify the priorities for the School Improvement Plan year on year. The work in this area will be led by key members of staff who will contribute in accordance with their professional expertise. Some of this work will involve partnership working with other HET schools and networks and will draw on the expertise of external agencies such as Educational Psychology, the Speech & Language Dept, and other agencies. This work must take account of developing technologies over this period in order to improve access for all.

The curriculum enables teachers to plan in a more appropriate way to meet the needs of the children. It is supported by a system of tracking the progress of each individual in order to achieve high expectations by all staff and by children themselves.

The school is built on two levels and all classes need to use the stairs to access the library. Classes could move to a downstairs classroom if a child with mobility problems was admitted to the school. There are good sanitary facilities with easy access and the school has two spacious disabled toilets and a shower. Access to the playground is by two doors, both of which have a ramp for easy access. The main entrance of the school has been recently remodelled to provide wheelchair access. Special events need to be carefully considered in terms of e.g. excessive noise as some children with some conditions have an adverse reaction. This can be addressed by those children being seated at the back, even if they are younger than others who would be sitting at the back. School visits, designed to enrich the curriculum need to be carefully considered in terms of transport, access to buildings and adult support.

The school has set the following overall priorities for increasing curriculum access:

- Constantly reviewing the curriculum for greater inclusion of cross curricular links
- Consideration of staffing allocation and class sizes for support and access

2B. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Changes to the physical environment are minimal due to the consideration given when the building was designed. However, there is scope to add visual signage to key areas of the internal building.

The school has set the following priorities for physical improvements to increase access:

- Audit classroom equipment for access for pupils who are visually and aurally impaired – supply to fill any gaps
- Identify visual signage needs and supply

2C. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Curriculum adaptation in all its forms will take account of the response required by all groups of pupils. Currently, material is differentiated by size of print, challenge and amount. Expectation is differentiated by degree of support/independence and amount and complexity of work required. Timetables are visualised for autistic children through the use of PECS and the preferred sign language is Makaton. The school has strong links with the services which provide support in this area, so support for a new challenge to the school would be dealt with by contacting them.

The school has set the following priorities for providing information for disabled pupils:

- Ensure that identified adaptation covers the needs of all children
- Ensure that the SENDCO of the school knows who to contact for support

3. Making it happen

3A. Management, coordination and implementation

The plan shows how the range of Local Governing Body sub-committees will evaluate the ways in which the issues are addressed. The plan will be reviewed annually by the full Governing Body and any amendments made at this stage.

The planning process:

- This plan and its delivery is the responsibility of the Local Governing Body of the school;
- Responsibility for its review will be delegated to the appropriate sub-committees and will be considered annually through the termly meetings;
- A range of evidence – questionnaires, photographs, physical checks will be used as the basis of evaluation, sought from all stakeholders

Coordination: the school will give appropriate consideration to how this plan fits

in with other responsibilities:

Under other legislation:

- SEN legislation (most disabled pupils will also have SEN and the effectiveness of the school's provision to meet SEN will therefore have an impact on the progress of disabled pupils);
- Other parts of the DDA (duties towards the general public, in Part 3, and to staff in Part 2).

Other policies and plans

As the following plans are revised and amended, necessary elements will be included in the following plans as appropriate

- School development plan;
- Professional development plan;
- Risk assessments;
- SEND policy;
- Health and safety policies.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- make the review of the plan an annual agenda item for the Local Governing Body ;
- consider the needs of this plan when updating other strategic plans

3B. Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

- In written format on request
- Electronically (read only) on request

The school has set the following priorities for making its plan available:

- making available either in written form or electronically
- including the plan on the school website

Written: Spring 2024

Review: Spring 2027

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