Clifton Primary School

Accessibility Plan

December 2025 - December 2028

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Background information:
The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Clifton the Accessibility Plan will be reviewed every three years by the SENDCo, SLT members and Governing Body, but all targets will be reviewed on an annual basis. Clifton's current plan will be appended to this document.

At Clifton Primary School we are committed to working together to create a happy and secure atmosphere where our pupils will always be encouraged to do their personal best. We provide a broad and balanced education, and the school has an ethos of care and support and a genuine desire for each pupil to reach their full potential.

1) The Accessibility Plan is structured to complement the school's Equality Objectives and will be published on the school website. We understand the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance of that duty.

2) Clifton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking a positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness within the school.

3) The Clifton Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
    - Ensure access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to enable pupils with a disability to have a provision that prepares them for life (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it covers the provision of specialist or **auxiliary aids and equipment,** which may assist these pupils in accessing the curriculum within a reasonable timeframe;
    - Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) The Clifton Primary School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

5) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6) The Accessibility Plan will be published on the school website

7) When the Accessibility Plan is being evaluated, we will consider the following;
   - Is there greater satisfaction of disabled pupils and their parents with the provision made?
   - Is there evidence of the greater involvement of disabled pupils in the full life of the school?
   - Are there observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs?
   - Has an audit on the school accessibility and the current population been completed?
   - Is there evidence of progressive improvement to the physical environment of the school?
   - Is information for pupils/stakeholders available in a range of formats?

8) Current range of known disabilities: Clifton Primary School has children with a range of disabilities which include moderate and specific learning difficulties and complex medical conditions.

If a medical care plan is required, a meeting is held with the school and parents / carers to create the plan. These care plans are displayed on the noticeboard in the Staff room and class teachers have relevant copies in the classroom.

When children enter school with specific disabilities, the school contacts the appropriate professionals for assessments, support and guidance for the school and parents.

9) The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

   - School Improvement Plan

- Equal Opportunities Policy
- Health and Safety Policy
- Medical Policy
- SEND Policy
- School Prospectus
- Educational Visits Policy
- Staff Development (CPD Policy)

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Physical environment				
Outcome	**Strategy**	**Success criteria**	**Responsibility**	**Timeframe**
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all.	Review and update the audit of accessibility of school buildings and grounds. Suggested actions to be implemented in a timely manner. Continue to follow advice from professionals in relation to individual pupils.	Access to all areas will be improved.	Head teacher Governors	Agenda item at each governors meeting.
Ensure all disabled pupils can be safely evacuated in an emergency	Ensure Personal Emergency Evacuation Plans are in place for all children Continue to ensure all staff are aware of their responsibilities re: evacuation.	All disabled pupils and staff working alongside are safe in the event of an evacuation	Head teacher SENDCo	As required
Ensure classroom environments are monitored regularly to support the needs of all children.	Seek support from relevant IPaSS advisory teachers, ASD outreach, Occupational therapist, physio therapists and SEN consultants in relation to the latest good practice for primary classrooms.	All children have access to the appropriate environment and resources to support their learning	LA HI and VI advisory teachers in conjunction with SENCO	Ongoing and as required
Maintain toilet facilities for adults and children with disabilities	Ensure disabled toilet and First Aid room are in good working order. Reinstate shower if needed incl timed maintenance as per recommendations.	Disabled toilet facilities continue to meet Health and Safety Regulations and other relevant guidance criteria.	Head teacher SENDCo	Ongoing and as required

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Curriculum				
Outcome	**Strategy**	**Success criteria**	**Responsibility**	**Timeframe**
To train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and arrange/provide training for staff as needed.	Staff are able to enable all children to access the curriculum	Head teacher SENCO	Ongoing and as required
To provide specialist equipment where needed to promote participation in learning.	Following advice from outside agencies provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	All children will be able to work as independently as is possible.	Teacher SENCO	Review as required
Review and implement use of ICT software to support learning	Liaise with outside agencies regarding relevant ICT. Make sure software installed where needed Train staff and pupils on use of any software implemented.	Wider use of SEN resources in classrooms	ICT Co-ordinator SENDCo	As required
Ensure all school trips are accessible to all	Use Evolve Guidance for staff on making trips accessible - seek advice from Inclusion Team when applicable.	All children in school able to access all school trips and take part in range of activities.	Teacher SENCO	Ongoing and as required
Review PE Curriculum to make PE accessible to all	Continue to be updated with new information in accessible PE and Disability Sports Invite disabled sports people in for particular sessions Review PE curriculum to include disability sports Continue to review apparatus regularly	All children able to access PE and disabled children more able to excel in sports.	Teacher PE Lead Sports Coach SENCO	Ongoing and as required
Continue to develop consistent approach to adaptive teaching and alternative recording in school	Organise staff meetings to share good practice and invite outside agencies to deliver inset. Continue to audit best practice in planning, implementation and assessment for children with disabilities and share this with staff regularly.	All staff trained in range of strategies to ensure effective adaptive teaching is in place All staff includes key elements of good practice re planning and assessment for children with disabilities.	Teacher SENCO	Ongoing and as required
Ensure disabled children have access to participate equally in after school and lunch time activities	Regular survey of registers identify participation in clubs at lunch and after school of disabled children.	Disabled children have equal opportunities to participate in out of school activities.	Head teacher SENCO	Termly ongoing

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Access to written / other information				
Outcome	**Strategy**	**Success criteria**	**Responsibility**	**Timeframe**
To ensure that all parents and other members of the school community can access necessary information. Ensure all staff are aware of guidance on accessible formats.	Ensure that all written information can be provided in alternative formats as necessary. Guidance to staff accessible information ie. dyslexia and visual impairment Provide information in other languages for pupils or prospective pupils Access to translators and interpreters to be considered and offered if possible.	Parents with particular needs will have the same access to information as any other parent. Staff to use accessible information. Pupils and/or parents feel supported and included	Head teacher Teachers SENDCo EAL Subject Lead	As required
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone, email or send home written information.	Parents with particular needs will be informed of their children's progress.	Head teacher Teachers	Termly
Annual review information to be as accessible as possible	Develop parent and child friendly review formats Continue to discuss with parents /carers and children about access to information and preferred formats in all reviews when required. Develop strategies, Passports and EHCP plans to meet needs Continue to develop informal systems of communication to support any academic difficulties through close links with families.	Bespoke formats of information produced for individual parents/carers. Families feel confident and well supported when communicating with school and accessing information.	SENDCo	Ongoing
Ensure school website is accessible and informative	Ensure website is fully compliant with regulations linked to accessibility and disability.	Parents/carers feel confident in the information they have about the school.	Headteacher SENCo	Ongoing
Develop smooth transition of all information regarding pupils with disabilities	Continue to follow School procedures for transferring information from one class teacher to another Follow relevant procedure for transferring information to Secondary School Continue to follow required procedure for transferring information from one school to another if a child moves school	Information regarding pupils is communicated between teachers Information regarding pupils is communicated appropriately between schools	Teachers SENCo	Ongoing and as needed