



Cleves School
Learning Together

SCHOOL ACCESSIBILITY PLAN

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| Reviewed on | Spring 2024 |
| Reviewed by | The Resources Committee on behalf of The Board of Trustees of Cleves School |
| Guidance referenced | The Key DfE guidance: Equality Act advice for schools |
| Review cycle | Every 3 years |
| Next review date | Spring Term 2027 |

School Accessibility Plan

January 2024 – 27

1. Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the board of trustees to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

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.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the board of trustees will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Board of trustees has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the board of trustees of the 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. 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
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This cover reasonable adjustments to the physical environment of the school and physical aids to access education

- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. Examples of which might include hand- outs, timetables and information about school and school events.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Cleves School we are committed to establishing equality for all pupils, their parents/ carers, staff and other users of the school. This is reflected in our school aims, which state:

Cleves School aims:

Our vision is that all pupils leave Cleves inspired and equipped with the skills, knowledge and emotional wellbeing they need to take on the challenges of a changing and ever more competitive world.

Our aim is to produce well rounded community members at the end of the Cleves experience. We give the children a wide range of experiences which will enthuse and excite them and thus encourage high quality learning. We have high expectations of all. We believe that our curriculum should prepare children for life in a fast changing society.

We offer a broad and balanced curriculum with a wide range of opportunities and experiences. We teach knowledge, values and skills and these hold equal weighting in a curriculum we have personalised for our pupils. Research underpins everything that we do at Cleves. We actively seek out the very best practice, taking time to trial, evaluate and if necessary adapt any new approach or thinking to our own setting. We work closely with our external school improvement partner and regularly invite independent experts to work with our staff and pupils.

In order to prepare children as learners, we focus on the development of four learning behaviours and encourage our pupils to be:

- Resilient
- Reflective
- Responsible

- Collaborative

To accompany these learning behaviours, we focus on what we consider five fundamental values which are taught and encouraged in all aspects of school life. They link closely to British Values and also form an integral part of the school ethos. These are:

- Respect
- High Aspirations
- Kindness
- Perseverance
- Inclusiveness

It is the responsibility of the whole school community to implement this scheme in a manner, which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and trustees were involved as described in the Disability Equality Scheme.

2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”.

The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

3. Cleves School is committed to equal opportunities and inclusion.

This strategy should be considered alongside the following school policy documents:

- Single Equality Scheme and Equality Policy
- Special Educational Needs

4. This plan considers the following three areas as identified in the introduction:

4.1 Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation

4.2 Improving the physical environment of the school as appropriate such as ramps and handrails, physical aids to access education such as specialist desks and ICT equipment

4.3 Improving the delivery to disabled pupils of information when appropriate which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audiotape, large print and the provision of information orally.

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

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The school provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Freemantle's Outreach Team
- CAMHS (Child and Adolescent Mental Health Services)
- Learning and Language support services
- Behaviour Support
- Educational Psychology Service

6. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Cleves School.

7. Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

8. This Accessibility Plan is reviewed annually by the Trustees Resources Committee. In addition it will be reviewed three yearly by the Full Board of trustees following consultation with the larger school community.

| Priority | Issue addressed | Action | Success criteria | Lead | When |
|---|---|---|--|------------|----------|
| Communication and Information | | | | | |
| Availability of written material in alternative formats | Improved access to all school key information | Ensure availability of information for parents and carers improving where appropriate and display appropriate leaflets for parents to collect | Information to disabled pupils/ parents Written information available in alternative formats. Take up of information leaflets by parents | Admin team | On-going |
| | | Investigate the facility or software to create captioning and transcripts for videos and multi media content | Presentations and talks are available for pupils or parents | | |
| | | Ensure that the school's website is accessible, following web content accessibility guidelines (WCAG). | | | |
| Technology Accessibility | | | | | |
| | | Ensure that educational | | | |

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| | | <p>technology and software used in the school are accessible to students with various abilities.</p> <p>Provide assistive technology tools and training for students who need them.</p> <p>Ensure that the school's online learning platforms are accessible.</p> | | | |
| Staff training | | | | | |
| Training for staff on increasing access to the curriculum for disabled people | | Staff audit and training arranged | Increased access to the curriculum. Needs of pupils met. Priority staff training needs met. | JG/SLT | Re audit Spring 24 On-going |
| | | Implement inclusive teaching practices that cater to diverse learning styles and abilities. | | | |
| Site and school environment | | | | | |
| Maintain safe access around exterior of school | Easy and safe access to school site | Ensure that pathways are kept clear of vegetation Make sure grounds maintenance contractors know | All to move unhindered along exterior pathways | Site Manager | On going |

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| | | <p>which areas to prioritise Make pathways level to prevent trip hazards</p> <p>Ensure hedges are cut back so access paths are not narrowed</p> | | | |
| Classrooms are organised to promote the participation and independence of all pupils. | Some pupils may not be able to fully engage with curriculum or peers | <p>Review classroom layout to support the learning process in individual classrooms</p> <p>Purchase several height adjustable tables which can be moved and made available to pupils as required (and adjustable desk platforms to allow work whilst standing .)</p> | <p>Increased attainment as needs of pupils being met.</p> <p>To provide more flexibility and comfort to learners that may struggle at traditional desks</p> | <p>All staff</p> <p>AC and PF</p> | <p>On going</p> <p>Spring 24</p> |
| Classroom Furnishing is appropriate to pupils needs and disabilities | Some pupil may not have appropriate furniture to meet their needs | Pupils needs to be assessed by Occ Therapist | Increased comfort and ability to focus | HJ | On pupil starting school |
| Installation of hearing loop in Performance | Disabled stakeholders might be excluded from school | Hearing loop installed | Feedback | Business Manager | Outstanding |

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| | performances and other performances shown in Hall | | | | |
| | | Implement accessible pathways, ensuring they are well-maintained and free of obstacles. | | | |
| Re-establish yellow stripes around the school grounds to designate changes in height | Disabled stakeholders might be disadvantaged when moving around the site | Yellow stripes repainted on all steps both internal and external | Feedback and zero accidents | Site manager | Checked annually |
| Check external lighting around school, paths and car park | Good visibility at night time / evenings for both security and safety | Add further external lights on timers | Improved visibility | Site manager | Checked annually |
| Monitor attendance of SEND groups in pupil voice and extra-curricular groups | SEND pupils may not be accessing after school clubs. | Check inclusive of Sport pupils have joined other alternative after school activities. Monitor attendance through liaison with parents, class teachers, Head of Community & Sport and children. | Attendance of extra-curricular activities by SEND pupils is equal to that of other pupils. | SENCo | Termly |
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| Curriculum Access | | | | | |

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| <p>Increase the extent to which disabled pupils can access the school's curriculum</p> | <p>Differentiation may not be supporting all learners equally</p> | <p>Adoption of skills based creative curriculum</p> <p>Review of SEN budget and resources</p> <p>We will use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> | <p>Planning- overview</p> <p>Teaching observations</p> <p>Feedback from pupils and staff and other adults</p> | <p>All staff</p> | <p>On-going</p> |
| <p>Increase the extent to which disabled pupils can access the school's curriculum</p> | <p>Differentiation may not be supporting all learners equally</p> | <p>To review how IT hardware or software may support learning for disabled pupils</p> | <p>To fully exploit the IT solutions support learning for disabled pupils</p> | <p>HT</p> | <p>On going</p> |

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| Ensure that all disabled stakeholders are provided with resources that access information readily for them | Some disabled stakeholders may not have easy access to information | Written correspondence available to all in large print on request School website informs stakeholders. IT hardware and software provision reviewed Development of Cleves Hub | Feedback from stakeholders. Take up of information/resources New IT provision successful | All | Termly |
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Emergency Preparedness

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| | | Develop and implement plans for evacuating individuals with disabilities during emergencies. Ensure that emergency communication systems are accessible to all. | | | |
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Social and Emotional inclusion

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| | | Encourage and facilitate the participation of students with disabilities in extracurricular activities. Ensure that recreational facilities are | | | |
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| | | <p>accessible to all students.</p> <p>Promote a culture of inclusion and diversity within the school community.</p> | | | |
| Partnership with external organisations | | | | | |
| | | <p>Collaborate with local disability organizations to stay informed about best practices and resources.</p> <p>Seek external support and expertise when needed.</p> | | | |

Appendix

Baseline Audit

Curriculum:

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils
- Information obtained on future pupils to facilitate advanced planning gathered by ensuring that information is gathered from previous placements
- Well established procedures for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information on SEN pupils given to relevant staff
- All SEN pupils have their own personalised learning plan with pupils and parents involved in target setting
- Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENCO and Head teacher.
- Close working relationship[s] with external agencies established |(e.g. EP CAMHS etc.)
- Speech and Language groups run by trained staff
- SEN Friendly Classrooms with visual timetables
- Widgets used across range of curriculum resources
- Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers if necessary).
- High quality curriculum to enable all pupils to feel secure and make progress.
- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.

Other facilities / provision, including access to information

'Can do' ethos and positive approach.

Open door policy

Health care plans

Many staff are Epipen trained

Teaching staff experienced and trained to support children with ASD / ADHD

Staff training led by SENCo, includes training for trainee teachers and support staff

Provision of information to pupils with a disability:

This is currently provided by review meetings, parent's evenings and meetings with external agencies as required.

The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.

Parents of children with Education Health and Care Plans/Special Educational Need due to attend are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us

It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is well-planned for.

Physical Environment:

Each playground is accessible for wheelchairs

Ramps allow wheelchair access from playgrounds

Disabled toilet with shower room and provision for nappy changing.

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

| Car park | |
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| Does the school car park have wheelchair access (dropped kerbs) to the pavement? | Yes |
| How many disabled parking bays do you have? | 1 |

| General site access | |
|---|-------------------------------|
| Is there level or ramped access to the main school building which is suitable for a wheelchair? | Yes through reception |
| Does the main school entrance have power assisted doors? | No - seek a price |
| Are there any other doors in the school with powered openers? | No |
| How many classrooms does the school have in total? | 31 |
| How many classrooms are in external accommodation? (e.g. Elliott/ Portakabin) | None |
| How many of the external classrooms have ramped or level access suitable for wheelchair use? | All classrooms are accessible |

| Toilets / Hygiene rooms | |
|---|----------------------|
| Does the school have any accessible toilets and if so, how many? (See note 1 below) | ALL BUILDINGS YES =5 |

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| Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1 below? | Yes |
| Does the school have a hygiene room with shower? (See note 2 below) | Yes |
| Do you consider the hygiene room to be of an appropriate standard / compliant based on note 2 below? | Yes |
| Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds ? | No |

| Hoists | |
|---|------|
| Does the school have any hoists and if so how many? | No |
| Which rooms are the hoists situated in? | None |
| Are the hoist(s) any of the following: | NA |
| Mobile (on wheels) | NA |
| Ceiling track hoist - fixed | NA |
| Ceiling track hoist – moveable (H track) | NA |

| Specialist teaching equipment | |
|--|----------------------------|
| Does the school have any height adjustable desks? | No currently – seek prices |
| Does the school have any height adjustable science / DT equipment such as food technology? | No |
| If yes to either of the above, please confirm which classroom types they are located in. | NAa |

| Playground / playing field | |
|---|--------------|
| How many formal hard play areas does the school have? | 2 |
| Do the hard play areas have level or ramped access? | Level access |
| Does the school have its own playing field with level or ramped access? | Yes |

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| Does the school have an offsite playing field with level or ramped access? | NA |
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| Lifts | |
|---|-----------------|
| Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below: | Sports hall |
| Fold up / down wheelchair stair lift | No |
| Small vertical wheelchair platform lift (box type) | No |
| Conventional passenger lift | Yes sports hall |
| Are any of the above not able to cope with the weight of a disabled person and their wheelchair causing breakdowns? | No |

| Hearing/Visual Impairment | |
|--|--|
| Does the school have any of the following and approximate quantity of each (all, some, none) | |
| Contrasting doorframes | Yes – white frame to blue doors |
| Coloured handrails | None in place around building. Are in place in disabled / access toilets |
| Coloured steps | Yes front is a different colour (year 6 yellow () |
| Tactile paving | No |
| Hearing loops | Yes in dance studio |
| Soundfield systems | No |

| Accessibility plan / strategy | |
|---|--------|
| Does the school have an up to date Accessibility Plan? | Yes |
| Please confirm the date of the last time the plan was reviewed / adopted? | Jna 24 |
| If you plan relates to more than one school site (MAT), do you have site specific action plans? | |

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| Form completed by (print name) | |
| Job role/ title | |
| Date | |