



Accessibility Plan

Date of Policy: October 2018

Policy Review date: October 2019

Signed:

Headteacher:

Signed:

Chair of Governors:

Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity and marriage and civil partnership status. We will endeavour to foster good relations between all. (Our full Equality Statement can be found on the school website)

Clapham Terrace Community Primary School and Nursery

Accessibility Plan – 2018-2019

Introduction

Clapham Terrace Community Primary School and Nursery strives to be a fully inclusive school, where all children can have access to the full curriculum, regardless of individual needs or disabilities, and where all parents and visitors are able to access the school premises, regardless of mobility difficulties or disability. The school has recently been awarded the Inclusion Quality Mark, which recognized excellent inclusive practice. (2017)

This policy is in line with the school's objective to provide a broad, balanced and stimulating education for all our children, including those with special educational needs, disability or social disadvantage. This Accessibility Plan should be read in conjunction with the school's policies on Teaching and Learning, and Special Educational Needs and Disability, together with our Equality Statement. The latter embraces the school's policy on ensuring equal opportunities for all, in line with the Equalities Act 2010. Aspects of this Plan are cross-referenced to the School Improvement Plan.

This Plan aims to document all the key areas in relation to accessibility, enabling the school's governing body to keep these under regular review, in order to comply with regulations, but also to ensure that, over time, we continue to enable access for all to our school and what it has to offer. The responsibility for monitoring the impact of this Plan lies with the People, Resources and Premises Committee of the governing body, with a report from the governor with particular responsibility for SEND and Inclusion. This governor meets annually with the SENCO/Inclusion Manager to review and propose updates to the Plan. The Accessibility Plan can be found on the school's website, and, like other school policies, can be provided, on request, in hard copy, enlarged print or, wherever possible, in other languages than English.

Key Area	Provision	Actions required	By when?	Responsibility
1. Access to the taught curriculum	i) All pupils receive high quality 'Wave 1' inclusive education, which is differentiated, through teachers' planning and ongoing assessment during lessons, to address their individual learning needs.	1i) To continue to prioritise high quality Wave 1 inclusive teaching and provision for vulnerable children, in the School Improvement Plan. (aspects of Teaching, Learning and Assessment section of SIP 2018-19)	Ongoing	SENCO/Inclusion leader
	ii) Teachers engage in an ongoing programme of professional development, which includes meeting individual needs in the classroom, through differentiated planning and teaching.	1iii) Makaton training from STS (Specialist Teaching Service), to ensure effective management of children exhibiting aspects of ASD, (in particular in YR and Y1, to enable their inclusion in learning.	Autumn 2018	SENCO/Inclusion leader
	iii) When necessary, staff receive bespoke specialist training, from external providers, in meeting specific needs, e.g Autistic Spectrum Disorder, Sensory Impairment and Physical Difficulty. The school draws upon support from the Specialist Teaching Service (STS) when necessary. All staff trained in Team Teach (Autumn 2017).	1iv) Ensuring effective use of new laptops purchased in Summer 2018 to support pupils	Autumn 2018 onwards.	SENCO/Inclusion leader
	iv) Full use is made of communication technology, including i-pads and additional laptops, to maximize access to learning for any pupils for whom ICT provides a more effective means of learning. The school draws on support from IDS when necessary.			

	<p>v) A home-learning club is provided to enable all pupils to benefit from planned home-learning activities, in cases where this is difficult in their homes, including access to computers where necessary.</p> <p>vi) Support staff and teaching assistants are flexibly deployed to ensure that pupils with individual needs, additional to those of most children, can engage in learning activities to their full ability.</p> <p>vii) When necessary, specialist equipment and resources are provided to ensure that pupils with special learning needs or disability can participate fully in learning alongside their peers.</p> <p>viii) Subject leaders and class teachers, when necessary, carry out risk assessments on planned learning activities to ensure that issues of full access to activities are safely addressed.</p> <p>ix) Support is provided whenever possible from STS, or other language speakers, for pupils whose first language is other than English.</p>	<p>with additional needs, as necessary.</p> <p>1iv) Careful targeted planning of deployment of TAs to classes in 2018-19, to meet particular inclusion needs – e.g. in Y6 and new entrants into YR.</p> <p>1vii) Funding school transport for ex-S&L pupil in Y6 to enable continued inclusion in school, after removal from S&L provision by LA.</p>	<p>Sept 2018</p> <p>2018-19</p>	<p>HT/SENCO</p> <p>HT</p>
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	<p>x) The school closely monitors the progress of all groups of pupils, including those with Special Educational Needs or Disability, and those entitled to the Pupil Premium and provides effective intervention and support tailored to their needs, including 'nurture' support, through the use of 'The Lounge' nurture room.</p> <p>xi) The school uses the 'THRIVE' programme, screening all children, to identify those in need of additional personal and social support.</p> <p>xii) The school has a 'low arousal'/quiet room for the use of pupils with particular individual needs, to help them to be ready to learn.</p> <p>xiii) The school benefits from a specialised Speech and Language learning base, provided by STS, to support a number of pupils with specific speech and language disorder and enable them full access to the</p>	<p>1x) Ongoing specialist TA support for 6 vulnerable families – prioritised in SIP: Outcomes for Pupils</p> <p>1xi) Targeted Nurture support for small groups of pupils, as a result of the 'THRIVE' assessment. Close monitoring of children at transition from YR to Y1 Supporting THRIVE in 2 other schools</p> <p>1xii) Ongoing support for pupils transferred out of the S&L</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2018</p>	<p>SENCO/JMcA (TA)</p> <p>SENCO</p> <p>SENCO and TA</p>
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	<p>curriculum. (This provision is being phased out, and only continues to support 3 pupils in KS2 in 2018-19)</p> <p>xiii) The school engages in effective liaison with secondary schools in order to ensure that pupils with special needs in accessing the curriculum or other aspects of school life, have their needs met by their receiving schools at transition.</p>	<p>provision into the mainstream classroom full time.</p>	<p>Ongoing</p> <p>Summer 2019</p>	<p>SENCO</p> <p>SENCO</p>
<p>2. Participation in extra-curricular activities, including playtimes, lunchtimes, before and after school provision (Rockets), after-school clubs and school trips</p>	<p>i) Attendance at after-school or lunchtime clubs is monitored, and those responsible for running them ensure that all children are able to access such activities should they wish to.</p> <p>ii) Staff on duty at break times, including midday supervisors continually seek ways to involve all children in any organised activities, or to ensure that no children are excluded either by their peers or any individual difficulties from normal play activities.</p>			

	<p>iii) Any children with mobility difficulties are supported by staff to enable them to access outdoor play equipment to the best of their abilities, while ensuring their safety.</p> <p>iv) School trips, including residential visits, are organised and staffed so as to ensure all children can be included. Appropriate risk assessments are always carried out.</p> <p>v) The school seeks to ensure that disadvantaged pupils and those with SEND are included wherever possible in pupil leadership groups – e.g. JLT and Learning Detectives</p> <p>vi) Children with additional needs who attend Rockets Before and After School provision enabled to experience continuity of support and approaches outside the school day.</p>	<p>Access funding from STS for 0.5 TA to support Y6 pupil on Marle Hall residential trip</p> <p>2vi) School taking on management and responsibility of Rockets, ensuring continuity of children's experience and care beyond the school day.</p>	<p>October 2018</p> <p>2018-19</p>	<p>HT</p> <p>AssHT/SENCO</p>
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<p>3. Access for all to the school premises and buildings</p>	<p>i) Access to the school via ramps is available at four entrances for wheelchair users.</p> <p>ii) The school has level external surfaces to enable wheelchair and disabled access, and all parts of the school grounds are accessible to all.</p>	<p>3 ii) a) Widening of the cast iron gates at both ends of the walkway along the front aspect of the school to enable access for wheelchair users from the main school entrance to the main playground.</p>	<p>As budget priorities allow – 2018-19</p>	<p>HT/Governors</p>
<p>4. Access to the school's facilities, including toilets and rooms used by children and visitors to the school</p>	<p>i) Doors to rooms throughout the school are of a sufficient width to allow wheelchair access.</p> <p>ii) There is an accessible disabled toilet, for the use of children and adults.</p> <p>iii) There are good facilities, near the Early Years area, for attending to exceptional toileting or washing needs of children, and adult support will be provided for this.</p>	<p>4 iii) a) Monitor the access and suitability of the toilet and shower room off the Early Years corridor, including the door opening, and the provision of a couch/surface suitable for nappy changing.</p>	<p>Ongoing</p>	<p>SENCO</p>

		Monitor needs of current Reception child with ASD needing nappy changing, to assess need to improve facilities.		
5. Access to all written communications from the school to its community, including general information about the school, school policies and other documentation	<p>i) All required information for parents is included on the school's website. Any parents/carers unable to access this can request hard copies of documents.</p> <p>ii) All information for parents/carers can be provided in enlarged print if requested.</p> <p>iii) The school will strive to provide information for parents/carers in languages other than English, where this is requested and is possible. There is a website access tab for translation on the school's website.</p>	<p>5 i)-iii) a) Ensure that the availability of documents in hard copy, enlarged print or in languages other than English is communicated effectively to parents/carers, via occasional reference in the Newsletter</p> <p>c) TA working with vulnerable families to continue to ensure they access family communications from school</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>HT</p> <p>JMcA (TA)</p>
6. Ensuring feedback from children and adults on matters	<p>i) The school conducts regular surveys for children and parents/carers which include their views on the accessibility of the school, in relation to 1-5 above. 'Pupil Voice' used to ascertain pupils' views about the effectiveness of interventions.</p>	<p>6 i) a) Include accessibility question in parent questionnaire</p> <p>b) Gather pupil views on additional support</p>	<p>Summer Term 2019</p> <p>Ongoing</p>	<p>HT</p> <p>SENCO</p>

relating to accessibility		received, at the beginning and end of interventions.		
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