



Accessibility Plan

Date of Policy: November 2024

Policy Review date: November 2027

JMiles

Signed:

Headteacher: Julie Miles

Signed:

Chair of Governors: Anna Bayman

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 – November 2024

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 been re-awarded the Inclusion Quality Mark, which recognised excellent inclusive practice. (2017 and 2021)

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 SENDCo/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	<p>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.</p> <p>ii) Teachers engage in an ongoing programme of professional development, which includes meeting individual needs in the classroom, through differentiated planning and teaching.</p> <p>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.</p> <p>iv) Full use is made of communication technology, including i-pads and additional laptops, to maximise access to learning for any pupils for whom ICT provides a more effective means of learning. The school draws on support from STS (Specialist Teaching Service) when necessary.</p> <p>v) SEND pupils in KS2 who are not fluent readers, are provided with targeted support and achieve their individual attainment and progress targets within reading.</p> <p>vi) Support staff and teaching assistants are flexibly deployed to ensure that pupils with individual needs,</p>	<p>1i) To continue to prioritise high quality Wave 1 inclusive teaching and provision for vulnerable children, in the School Improvement Plan.</p> <p>1iii) Ongoing 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.</p> <p>iv) Ensuring effective use of to support pupils with additional needs, as necessary.</p> <p>Bespoke timetables for complex needs and carefully planned building on outreach from Evergreen closely monitored.</p>	<p>Ongoing</p> <p>Autumn 2024</p> <p>Ongoing</p> <p>Autumn 24</p>	<p>SENCO/Inclusion leader</p> <p>SENCO/Inclusion leader</p> <p>SENCO/Inclusion leader</p>

	<p>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>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 'Shining Stars' support, running as an alternative nurture provision through the use of 'The Lounge' nurture room, COL- Outdoor learning.</p> <p>The school focus on outdoor learning provision, incorporating COL and links to Foundry, Leasowe</p>	<p>1iv) Careful targeted planning of deployment of TAs to classes in 2024-25, to meet particular inclusion needs.</p> <p>1x) Ongoing specialist TA support for vulnerable families –</p>	<p>Autumn 24-25</p> <p>Ongoing</p>	<p>AC and VP</p> <p>AC and JM</p> <p>AC, SB</p> <p>AC VP HG</p>
--	---	--	------------------------------------	---

	<p>woods, Evergreen and Exhall Grange. This provision is extended into nurture sessions.</p> <p>xi) The school uses the 'THRIVE' programme, screening all children, to identify those in need of additional personal and social support. Individual and group action plans are devised</p> <p>xii) The school has a 'Calm Sensory' room for the use of pupils with particular individual needs. This can be used for sensory support in addition to self regulation. A working party of children to focus on provision and enhancements to physical space around school and playtimes to support neurodiversity.</p> <p>xiii) Through collaboration and CPD with EVERGREEN and Exhall Grange special provisions, the school continues to build the skill set amongst all adults to</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</p> <p>AC JM Key Focus child group. This has been a project supported by HSA grant application. Children working party WITH AC</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Exhall Spring 25</p>	<p>AC VP</p> <p>AC JM</p>
--	--	--	---	---------------------------

	<p>be able to support our children with the most complex behavioural and emotional needs, with a focus on sensory needs and a more bespoke curriculum.</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 and lunch 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</p>	<p>SLT daily lunch duty support</p>	<p>ongoing</p>	<p>HT AC TF</p>

	<p>possible in pupil leadership groups – e.g. JLT, ICE, Learning Detectives etc</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>2vi) School have taken on management and responsibility of Rockets, ensuring continuity of children’s experience and care beyond the school day.</p>		<p>SENCO</p>
<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>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>Termly</p>	<p>AC</p>
<p>5. Access to all written communications from the school to its community, including general information about the</p>	<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>VP working with vulnerable families to continue to ensure they access family communications from school</p>	<p>Ongoing</p>	<p>JM/AC</p>

school, school policies and other documentation	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.		Ongoing	VP
6. Ensuring feedback from children and adults on matters relating to accessibility	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.	Autumn Term	Ongoing	AC