



# SCHOOL ACCESSIBILITY PLAN

Cleves School  
Learning Together

Reviewed on	Spring 21
Reviewed by	The Resources Committee on behalf of The Board of Trustees of Cleves School
Guidance referenced	DfE / The Key
Review cycle	Every 3 years
Next review date	Spring Term 2024

**School Accessibility Plan**

January 2021 – 2024

**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 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.

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

- Respect
- High Aspirations
- Kindness
- Perseverance
- Inclusiveness

These are qualities that are important through life. They can be developed at home as well as at school and we hope you will help us in this way. Our curriculum is innovative in that we seek to teach key life skills as well as knowledge. The children know which skills they are striving to develop in their learning and assess their progress at the end of session. Personal development holds equal importance to academic importance at Cleves and you will see a total transformation of your children during their time

here. Self-esteem is key and we seek to develop this through a variety of activities and a positive attitude.

To accompany the six learning behaviours we have identified what we consider five fundamental values, which are taught and encouraged in all aspects of school life. These are:

- Tolerance
- Respect
- High Aspirations
- Working Together
- Honesty

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
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
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 Aut 21 On-going
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 which areas to prioritise Make pathways level to prevent trip hazards	All to move unhindered along exterior pathways	Site Manager	On going
Increase the extent to which disabled pupils can access the	Differentiation may not be supporting all learners equally	Adoption of skills based creative curriculum	Planning- overview Teaching observations Feedback from pupils and staff and other adults	All staff	On-going

school's curriculum		<p>Review of SEN budget and resources</p> <p>Create an after school club for pupils who may need support with Cleves Active Award</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>			
Increase the extent to which disabled pupils can access the school's curriculum	Differentiation may not be supporting all learners equally	To review how IT hardware or software may support learning for disabled pupils	To fully exploit the IT solutions support learning for disabled pupils	CS	Aut 21 then annually

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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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	Review classroom layout to support the learning process in individual classrooms	Increased attainment as needs of pupils being met.	All staff	On going
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 and Sports Halls	Disabled stakeholders might be excluded from school performances and other performances shown in Hall	Hearing loop installed	Feedback	Business Manager	Summer 21

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	Summer 21
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	Summer 21
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