

	<h2>Disability Accessibility Plan/ Policy</h2>	<p>Resilience Respect Responsibility</p>
<p><b>This policy was reviewed by the Governing Body: September 2023</b></p>	<p><b>Next review: July 2026</b></p>	
<p><b>Head Teacher:</b> Ilona Sanderson</p>	<p><b>Lead:</b> Ilona Sanderson</p>	

### Introduction:

At North Clifton Primary School we are committed to providing an inclusive curriculum for all pupils and increasing access to the schools facilities for all by;

- Increasing the extent to which disabled learners can participate in the curriculum and life of the school,
- Improving the physical environment of the school to maximize accessibility for all learners,
- Improving the delivery of information, to disabled learners which is already available in writing to learners who are not disabled,
- Promoting positive attitudes to disabled people,
- Promoting equal opportunities for all learners.

### Definition of disability:

A person is deemed “disabled” under the Equality Act 2010 if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

## **Audit of existing provision:**

1. Access to the School Curriculum
  - Curriculum is suitably differentiated to meet the specific needs of learners.
  - TA deployment to cover curriculum needs.
  - Pupils involved in target setting and IEPs.
  - Liaison with external services and agencies (physical, sensory, learning and behaviour).
  - Pupil information shared with relevant staff.
  
2. Access to the Physical Environment
  - Disabled toilet available.
  - Classrooms carpeted to improve acoustics.
  - Audible fire alarm.
  - All areas are well lit.
  - Wheel chair access to playground and grassed area.
  
3. Access to Information
  - Most correspondence is written in plain English and using a clear font.
  - Regular correspondence is sent home.
  - Emergency exits are clearly marked.
  - School newsletters are available on the school website.

## **Implementation and Evaluation of the Accessibility Plan:**

This school will ensure that the Accessibility Plan is implemented by allocating sufficient resources and monitoring the progress at regular intervals. The Accessibility Plan will be evaluated and amended every three years or earlier if required. The Plan is divided into three parts:

- Improving Curriculum Access – Accessibility Plan Objective 1
- Improving Physical Access – Accessibility Plan Objective 2
- Improving the Delivery of Written Information – Accessibility Plan 3

## 1. Improving Curriculum Access - Accessibility Plan Objective 1

Targets	Strategies	Outcome	Timescale	Achievement
School visits and residential trips available for all pupils	Review all out of school provision to ensure compliance with legislation. Staff willingly to administer medication. Review possible extra resourcing of adults or parents to support visits and trips.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation.	Review where necessary.	Increase in access to all school activities for disabled pupils.
All staff develop understanding of additional needs in relation to equal opportunities.	Review and provide training for staff. Resources requested from budget and allocated as appropriate.	Whole school community aware of issues relating to Access and Equal Ops.	Ongoing review	Staff aware of implications of meeting all needs.
Classrooms are optimally organised to promote participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	All pupils are able to engage with the National Curriculum.	Ongoing review to meet needs of current cohorts.	Increase in access to the National Curriculum

## 2. Improving the Physical Access - Accessibility Plan Objective 2

Targets	Strategies	Outcome	Timescale	Achievement
When required, immediate review of individual pupil need in regard to lighting, floor coverage, signage, the acoustic environment, toileting, changing and washing facilities and adapt where appropriate.	Audit and review all areas; including toilets.	Environment is reported to be enabling all pupils to learn to their full potential. Improved toilet areas.	Ongoing.	Pupil able to fully engage with school life.
Ensure that the disabled toilet is always accessible.	Clear disabled toilet of any unnecessary items. Monitor the area to ensure its accessibility at all times.	Disabled toilet area free from obstructions and access is clear.	On going	

### 3. Improving the Delivery of Written Information-Accessibility Plan Objective3

Targets	Strategies	Outcome	Timescale	Achievement
Provide communication and teaching resources appropriate to the needs of pupils; eg symbols, large print books.	School to make itself aware of services available through the LA for converting written information into alternative formats. Continue purchasing coloured overlays and exercise books as required.	The school will be able to provide written information in different formats when required for individual purposes.	Annual review of pupils needs in school.	Pupils have appropriate resources to enable access to learning.
Ensure all tests and test papers are appropriately modified and provided in an accessible format.	School orders modified test materials when available as required.	Pupils able to access tests.	Annual	