



Claremont School Accessibility Plan 2017 - 2020

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Claremont Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan which covers both Accessibility and Equality, and details how the school will address the priorities identified in this plan.

Context

Claremont Primary is a thriving and popular two-form entry primary school in Tunbridge Wells. We have high expectations in all areas of life and are proud of our academic successes, and county and national successes in sports and chess. We offer an exciting and innovative curriculum. However, the children of Claremont are at the heart of all we do and all the decisions we make. We are proud of our well-behaved and polite children with their very positive attitudes to learning and their school community. We actively promote and display our core values: Community, Growth Mindset, Problem Solving, Collaboration, Inquisitiveness, Reflectiveness, Creativity, Communication, Diversity and Independence. Our British Values run throughout everything we do.

Claremont School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition for disability. This Accessibility and Equality Plan covers all of these students. Our aim is that pupils and parents feel that Claremont school is an approachable supportive and accessible institution. Our pursuit is to continually challenge discrimination and harassment.

The Accessibility Plan shares objectives with the Claremont School Equality Statement and Claremont School Special Educational Needs Policy and should be read in conjunction with these two documents.

This Accessibility Plan exists to ensure that we fulfil our ethos that all pupils are able to 'Let Every Light Shine' and 'to be the best that we can be', not only in lessons, but in an extensive range of activities outside of the school day.

The school comprises of several buildings covering a large site. These buildings are of one or two storey construction, but there are also three different levels within the school in many areas. We have one disabled toilet and a small medical room. We have one disabled parking space in the school car park.

We aim to:

- Identify students with special educational needs and disabilities and ensure that their needs are met.
- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school.

The specific areas covered by the accessibility plan that need to be included are: -

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

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

These may include:

- Consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation.
- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success.
- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- Consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.

- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc, has been identified and supported.
- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement.
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.
- Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

The Governing body will want to consider and record reflection upon all areas of the **physical environment** such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devises.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the County Council, and details on schools' funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

Access to information

- Schools are expected to increase access to information to those with disabilities. The Governors may wish to decide how this is to be achieved by:
- Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.

- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

Monitoring the success of the plan:

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school.
- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

PLEASE SEE THE ACCESSIBILITY AND EQUALITY ACTION PLAN.

