

**John Clifford School
2023-2024
Accessibility Action Plan**



Compliance with the Equality Act, (2010)					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Develop secure support systems and practices to ensure that EAL pupils make good progress.	<p>EAL children to be benchmarked at point of entry to the School using Renaissance (reading and maths).</p> <p>Assessments are made at regular intervals and data points to closely match the provision required for all EAL children to make good or better progress.</p> <p>Staff are using support mechanisms, including computer programs such as Widgit Online to support language acquisition at an early stage.</p>	<p>All staff</p> <p>All staff</p> <p>DG</p>	Medium Term	6-12 Months	EAL children to be recorded on Renaissance so that accurate reports can be run to review progress of children in this subgroup.
To continue to narrow gaps in attainment between disadvantaged pupils and non-disadvantaged pupils.	Disadvantaged pupils are closely tracked in the provision that they receive, in addition to their normal lesson times.	All Class Teachers	Short Term - Medium Term	0-12 Months	SLG to monitor the progress of all vulnerable groups. This data will be scrutinised by all staff

	'Book Looks' show how disadvantaged children have been supported in making good or better progress.	All Class Teachers			and appropriate actions taken.
To encourage the use of the nine protected characteristics in cross-curricular planning and teaching, not just through standalone PSHE lessons.	All class teachers to use the nine protected characteristics when creating Medium Term Plans so that equality is taught through all aspects of the curriculum. Parents and Carers within the school community are informed of our equality-led curriculum model.	All Class Teachers OD CHM	Long Term	12 Months	OD to review termly year group MTPs. PSHE curriculum and assemblies align with the Equalities Act 2010 and the equality led curriculum.
Ensure that at all levels of the organisation, including governors, representatives from a range of the nine protected characteristics are actively encouraged to work within our organisation.	Actively promote our Equality Ethos on the school website. Documentation available to potential candidates reflects the Single Equality Policy. The White Hills Park Trust supports the school in the recruitment process of new members of staff.	CHM JW JW	Long Term	12 Months	Recruitment and retention to be considered by governors both informally and formally.

Improving access to the physical environment of the school

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>To improve access to the public to the school building.</p>					
	<p>Consider different access to the field (only stairs)</p>	<p>HT/Govs</p>	<p>Long</p>	<p>5 years</p>	<p>Historic and linked to the age of the building.</p>
	<p>Improve access through Year 2 corridor – storage of coats</p>	<p>HT/Govs</p>	<p>Medium</p>	<p>6 months</p>	<p>Storage solution to be found.</p>
	<p>Keep access routes free from clutter, for example, cloakrooms, corridors and open hall spaces.</p>	<p>All staff</p>	<p>Short</p>	<p>Daily</p>	<p>Staff responsibility and that of the children.</p>
	<p>Where appropriate, arrangements are made to support all children in accessing adequate teaching spaces, for example, using the downstairs classrooms where appropriate.</p>	<p>SLT</p>	<p>Short</p>	<p>6 months</p>	<p>Risk Assessments and Health and Safety walks to ensure that access is possible for all children - circumstance depending.</p>

	Where accessibility is limited, bespoke action plans are tailored for the persons need.				
	Provide alternative and optional changing facilities for the whole school community.	All staff	Short	6 months	Toilets are being converted to gender neutral and environments are being upgraded to provide changing. Religious observance is available in areas around the school.
To ensure children with special educational needs and/or disabilities have full access to the school environment.	School to consider physical adaptations to the school environment should this be required for any individual children Use of lifts and sloped or flat entries into school to support physical needs Sensory audits to be used and actions implemented to support access for children with neurodivergent needs. Classrooms set up in a manner that is friendly to additional needs such as dyslexia and ASD	KA TJT Teachers Teaching Assistants SLT	Short Term	Daily	

Improving the delivery of written information to all pupils

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To improve the accessibility of written information for all parents and carers.	To develop audio functions on the website – reads a recorded message.	CHM/SS	Medium	6-12 months	
	Provide materials in a range of languages on the website. Ability to change font sizes on school website.	CHM/SS	Medium	6-12 months	
	Develop 'Language Ambassadors' with the parents and develop EAL parent groups.	MMT	Long	12 months	
	Use visual symbols, for example, Widgit Online, to support all learners in the classroom.	All staff	Short	6 months	Widgit has started to be used successfully for all learners in classrooms but specifically for those with additional needs.
To ensure that all children with special educational needs and/or disabilities have access to written information in a way that they can process sin lien with their needs	Specialist written information to be made available to each individual child that meets their specific needs – this may be enlarged or verbal for example. Assess, Plan, Do, Review forms for SEND Support and SEND Concern to monitor and consider progress Where appropriate, work with professionals to understand best ways to	KA TJT Teachers Teaching Assistants SLT	Short Term	Daily	

	support individual children and implement at school				

Increasing access for all pupils to the school curriculum

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To develop Forest Schools across the school.	SM to develop timetable for all children to access outdoor learning throughout the year.	SM	Medium	1 Year	Confidence needs to be developed within the staff.
To promote inspirational people through the taught curriculum	Continued review of LTP curriculum. Ensure all subjects make reference to inspirational role models.	OD / All teachers	Medium	1 Year	
To ensure that the protected characteristics are promoted throughout the curriculum.	See Section 1 above for action points.	All Class Teachers	Long Term	12-24 Months	Long term goal linked to the development of new curriculum.
To ensure that all children with special educational needs and/or disabilities have full access to the school curriculum	Specialist provision to be made available to each individual child that meets their specific needs. Reviews to consider need and progress Parent Meetings Assess, Plan, Do, Review forms for SEND Support and SEND Concern to monitor and consider progress Advice on strategies available to all staff in their red folders as well as in person from the SEND team Where appropriate, work with professionals to understand best ways to	KA TJT Teachers Teaching Assistants SLT	Short Term	Daily	All children with additional needs have elements of bespoke curriculum access from TA support through to task breakdowns and wobble cushions.

support individual children and implement at school				
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