John Clifford School 2025-2026 Accessibility Action Plan



Accessibility	Action to ensure Outcome	Who	Long, medium	Time Frame	Notes
Outcome Develop secure support systems and practices to ensure that EAL pupils make good progress.	EAL children to be benchmarked 3 weeks after point of entry to the school using Renaissance for reading and maths.	responsible All Staff	or short-term Long Term	12 months	EAL children to be recorded on Renaissance so that accurate reports can be run to review progress of children in this subgroup.
	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.	All Staff	Long Term	12 months	EAL children to be recorded on Renaissance so that accurate reports can be run to review progress of children in this subgroup.
	Staff are using support mechanisms, including computer programs such as Widgit Online to support language acquisition at an early stage.	All Staff	Long Term	12 months	

	To introduce a sign/phrase of the week to celebrate our diverse range of languages spoken at JC.	KA	Long Term	12 months	
To continue to narrow gaps in attainment between disadvantaged pupils and nondisadvantaged pupils.	Disadvantaged pupils are closely tracked in the provision that they receive, in addition to their normal lesson times.	All Class Teachers	Short-Medium Term	0-12 Months	SLT to monitor the progress of all vulnerable groups. This data will be scrutinised by all staff and appropriate actions taken and recorded.
	Staff will review their data regularly to look at these groups of children and considered what actions need to be implemented to support closing the gaps.	All Class Teachers	Short-Medium Term	0-12 Months	SLT to monitor the progress of all vulnerable groups. This data will be scrutinised by all staff and appropriate actions taken and recorded.
	'Book Looks', Communication Diaries and Planning show how disadvantaged children have been supported in making good or better progress.	All Class Teachers	Short-Medium Term	0-12 Months	SLT to monitor the progress of all vulnerable groups. This data will be scrutinised by all staff and appropriate actions taken and recorded.
To encourage the use of the nine protected	All class teachers to use the nine protected characteristics when creating Medium Term Plan so	All Class Teachers	Long Term	12 months	OE/CJ/CF to review termly

characteristics in cross-curricular planning and teaching, not just through standalone PSHE	that equality is taught through all aspects of the curriculum.				year group MTP's.
lessons.	Parents and Carers within the school community are informed of our equality-led curriculum model.	OE/CJ/CF	Long Term	12 months	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 none protected characteristics are actively	Actively promote our Equality Ethos on the School website.	JW/KA	Long Term	12 Months	Recruitment and retention to be considered by Governors both informally and formally.
encouraged to work within our organisation.	Documentation available to potential candidates reflects Single Equality Policy.	JW/KA	Long Term	12 Months	
	The White Hills Park Trust supports the school in the recruitment process of new members of staff.	Trust Staff	Long Term	12 Months	

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
To improve access to the public to the school	Consider different access to the field (only stairs).	HT/Govs	Long Term	5 years	Historic and linked to the age of the building.
building.	Improve access through Year 2 corridor – storage of coats.	HT/Govs	Medium Term	6 months	Storage solution to be found. Potential removal of radiators.
	Keep access routes free from clutter, for example, cloakrooms, corridors and open hall spaces.	All Staff	Short Term	Daily	Staff and children's responsibility – to be consistently considered. Reintroduction of tidiest cloakroom.
	Where appropriate, arrangements are made to support all children in accessing adequate teaching spaces, for example, using the downstairs classrooms where appropriate.	SLT	Short-Long Term	0-12 months	Risk assessments and Health and Safety walks to ensure that access is possible for all children – circumstance depending. All children are considered at the end of each academic year and the allocation of classrooms made accordingly to meet these requirements.
	Where accessibility is limited, bespoke action plans are tailored for the persons need.	SLT	Short Term	6 months	Risk assessments and Health and Safety walks to

					ensure that access is possible for all children – circumstance depending. Plans are updated/amended as required.
	Provide alternative and optional changing facilities for the whole school.	All Staff	Short Term	6 months	Toilets are being converted to gender neutral, and environments are being upgraded to provide changing. Religious observance is available in areas around 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 children.	KA TJT Teachers Teaching Assistants SLT	Short-Long Term	Daily-12 months	Adaptations are considered on a child entering school once known needs have been identified but then continues throughout the school year.
	Use of lifts and sloped flat entries into school to support physical needs.	JW/KA	Short Term	Daily	School is accessible through these routes but maintain the lift is required.

Sensory audits to be used and actions implemented to support access for children and staff with neurodivergent needs.	KA TJT Teachers Teaching Assistants	Short Term	Termly	Sensory Audits are carried out as required but then continue termly for all children with sensory processing difficulties – any outcomes are then actioned by a member of the team.
Classrooms set up in a manner that is friendly to additional needs such as dyslexia and ASD.	KA TJT Teachers Teaching Assistants	Short	Daily	Teachers are given a clear guidance on how classrooms should be set up to support the identified need of the children in their class. This is amended and adapted throughout the year in response to individual needs. There have also been supported adaptations for staff who have required it.
Staff in school to learn basic BSL and for this to be celebrated across school to support those	All Staff	Short Term	Daily	A large number of staff have taken part in BSL training and this

who use this method of communication.		is used in assemblies and in every day
		communication
		where possible.

Improving the deliv	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	To develop audio functions on the website – reads a recorded message.	SS	Medium Term	6-12 months			
information for all parents and carers.	Provide materials in a range of languages on the website. Ability to change font sizes on school website.	SS	Medium Term	6-12 months			
	Develop language ambassadors with parents and develop EAL parent groups.	SLT	Long Term	12 months			
	Use visual symbols, for example, Widgit Online where appropriate.	All Staff	Medium Term	6 months			
To ensure that all children with special educational needs and/or disabilities have access to written information in a way that they can process in line 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.	KA TJT Teachers Teaching Assistants	Short Term	Daily			
	Assess, Plan, Do, Review forms for SEND Support and SEND	KA TJT Teachers	Short Term	Half Termly			

Concern to monitor and consider progress.	Teaching Assistants			
Where appropriate, work with professionals to understand the best ways to support individual children and implement at school.	KA TJT Teachers Teaching Assistants	Short Term	As required	
Use visual symbols, for example, Widgit Online where appropriate.	All Staff	Medium Term	6 months	Widgit has started to be used successfully for all learners in classrooms but specifically for those with additional needs.

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 continue the development of Forest Schools across the school.	Outdoor Learning to continue to be a part of the School's PPA model to ensure it can be delivered to all year groups throughout school.	KA/TJT DL	Medium Term	12 months	New member of staff leading on Outdoor Learning - Daniel Lee. Adaptations to the PPA model have meant this now runs from FS-Y6.		
To promote inspirational people through the taught curriculum.	Continued review of LTP curriculum, ensuring all subjects make reference to inspirational role models from a diverse range of cultures, gender, need.	OE/CJ All Teachers	Medium Term	12 months	Curriculum Maps have been developed and have a strong inclusion of Inspirational people from all		

					walks of life. Focus needs to remain and continue to ensure ongoing inclusion and understanding, especially in times of new staff and changing leadership responsibilities.
To ensure that the protected characteristics are promoted throughout the curriculum.	All class teachers to use the nine protected characteristics when creating Medium Term Plan so that equality is taught through all aspects of the curriculum.	All Class Teachers	Long Term	12 months	OE/CJ/CF to review termly year group MTP's.
	Parents and Carers within the school community are informed of our equality-led curriculum model.	OE/CJ/CF	Long Term	12 months	PSHE curriculum and assemblies align with the Equalities Act 2010 and the equality led 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 who requires it that meets their specific needs.	KA TJT Teachers Teaching Assistants	Short Term	As required	

Do, Rev	s within the Assess, Plan, riew cycle to consider ad progress.	KA TJT Teachers Teaching Assistants	Short Term	Half Termly
in Parer ensure a	n of School Based Plans ats Evening meetings to a collaborative approach ing and target setting.	KA TJT Teachers Teaching Assistants	Short Term	Termly
for SEN Concerr progress register	Plan, Do, Review forms D Support and SEND n to monitor and consider s for all children on the or for whom a concern en raised.	KA TJT Teachers Teaching Assistants	Short Term	Half Termly
all staff well as	on strategies available to in their SEND folders as in person from a member END team.	KA TJT Teachers Teaching Assistants	Short Term	As required
professi	appropriate work with onals to understand the ys to support individual	KA TJT Teachers Teaching Assistants	Short Term	As required