



**Accessibility
Statement 2024-2025**



Accessibility Plan 2024-25

Purpose of Plan

Under the Equality Act (2010), schools should have an Accessibility Plan.

The Equality Act (2010) replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act (2010) a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

At John Clifford School the Plan is monitored by the Headteacher and evaluated by the Finance, General Purpose and Personnel Committee. The current Plan will be appended to this document. At John Clifford School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Definition of Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Key Aims

Our Aims are:

To increase access to the curriculum for pupils with a disability, medical condition or other access needs;

To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services;

To improve the delivery of information to pupils, staff, parents/carers and other members of the school community

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act, 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act (2010).

John Clifford School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The John Clifford School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The John Clifford School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act (2010)).
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act (2010).

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Principles

Compliance with the Equality Act (2010) is consistent with our setting's aims and equal opportunities policy and SEN information report.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled children and adults in their admissions and exclusions, in recruitment and retention and provision of education and associated services
- Not to treat disabled children and adults less favourably
- To take reasonable steps to avoid putting disabled children and adults at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties governors have regard to the Equality Act (2010).

Our setting:

- recognises and values the young person's knowledge/parents' knowledge of their child's disability;
- recognises the effect their disability has on his/her ability to carry out activities; and
- respects the parents' and child's right to confidentiality

Our school setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate. This is monitored by our Curriculum Curator, Olivia Daniel.

Access Audit

The school is housed in 3 adjoining buildings and a separate dining room/kitchen. Apart from the main entrance, all entrances to the school are either flat or ramped and all have wide doors fitted. Whilst we acknowledge that the size of the school site could potentially present challenges when moving between and within the building, we make reasonable adjustments as the need arises.

Access is also considered for the needs of children with neurodivergent disabilities. This takes many forms within school. Where appropriate, sensory audits are carried out to assess the needs of the school and classroom environments and adaptations made accordingly; individualised for each child. Adaptations are also made where sensory needs may affect clothing or food with children being able to wear a variation of school uniform or PE kit and have different options available to them for lunchtimes.

We have dedicated visitor parking in our car park. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate. There is a disabled parking space outside the front entrance to the school.

There are disabled toilet facilities available in 2 parts of the school. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

The front entrance to the school has a serviced access lift for ease of entrance to all visitors.

Increasing Access for Disabled Pupils to the School Curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Resources are matched to the needs of the children. Images within school and which are used for learning, represent images that all children can identify with. A range of activities are offered so that all children can partake in clubs within school. School visits are assessed to ensure ease of access for all children.

For our children with neurodivergent needs, a greater range of adjustments can be made to allow them full access to the curriculum. These range from task break downs and timers to movement breaks and individualised safe spaces. The curriculum itself is also adapted depending on the level of need. Advice in these areas is sought by professional teams such as the Schools and Family Support Service where it is needed.

Improving Access to the Physical Environment of the School

This includes improvements to the physical environment of the school and physical aids to access education.

Access to the school includes an access lift in the main entrance and an out ramp at both sides of the building for wheelchair users. This enables children and adults to access the building with ease. A lift is located in the Foundation Unit which allows access to wheelchair users. The wider access toilet has changing facilities for children and adults who need this.

As we currently have some year groups upstairs, should the need arise and a child arrived at school with physical needs then changes of rooms could be made to accommodate this need.

Handrails are present on all stairs within school.

Improving the Delivery of Written Information to Disabled Pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame. Handouts and resources are carefully matched to the needs of the children and adults. Requests for specific formats are accommodated where possible. Larger print and audio resources are available in school. This is all monitored by our SENCo and wider team of supportive professionals.

For children with neurodivergent disabilities, written elements are adapted to suit individual needs.

Financial Planning and Control

The Headteacher, Senior Leadership Team and the Finance, General Purposes and Personnel Committee review the financial implications of the Accessibility Plan as part of the normal budget review process.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND Governor or Chair of Governors may be involved if the complaint is not resolved satisfactorily.