



## **The Clara Grant Accessibility Plan**

**Policy Review Date: February 2024**

**Introduction:-** At The Clara Grant Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

**Purpose of Plan:-** This plan shows how The Clara Grant Primary School intends, over, to further increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definitions of Disability:** - At The Clara Grant Primary School we promote disability equality and prepare all our young people for life in a diverse society. The term 'disabled' refers to someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The two broad types of impairment

- 'Physical impairment' which includes sensory impairment;
- 'Mental impairment' which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

Impairment in itself does not mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that have to be considered. The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of the risk of physical danger

### Areas of planning responsibilities: -

- Increasing access for disabled pupils to the curriculum (this includes teaching and learning and the wider curriculum of the school such as school visits)
- Improving access to the physical environment of schools
- Improving the delivery of written information to disabled pupils

### Increasing access for disabled pupils to the curriculum: -

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skill and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Staff have had training on features of autism and appropriate strategies to support learning from external professionals. Individual teachers and Special Needs Assistants have had whole day training relating to specific needs of autistic pupils with the Phoenix Outreach Team and have access to the outreach worker on a regular basis.

The Speech and Language Therapist has provided INSET on types of language support (Universal, Targeted & Specialist) and when it is used. The therapist provides training to staff when required so the Individual programmes can be followed. All pupils with an EHCP have access to support to attend after school clubs, if necessary,

Target	Strategies	Time-scale	Responsibility	Success criteria
Increase confidence of staff to support the learning of pupils on Pre Key Stage Standards	Increase confidence of staff to support the learning of pupils on Pre Key Stage Standards	On-going and as required	Inclusion Lead	Raised staff confidence in planning and assessment of pupils on Pre Key Stage Standards
Increase expertise of SNAs to use specialised support materials	Audit of staff training needs Assign CPD training through SLT & Local Authority	On-going and as required	Inclusion Lead and Speech & Language Therapist	Expertise of SNAs to use specialised support materials is raised.
To improve lunchtime provision for	Develop lunchtime clubs – Lego	Autumn Term 2022 On-going	Inclusion and Learning mentor Lead	Improve the wellbeing of vulnerable

vulnerable pupils	Therapy Quite spaces/ indoor activities		Assistant Heads/ Learning Mentor	pupils Reduce the number of incidents in the playground at lunchtime Improve the quality of play
All out of school activities planned to ensure, where reasonably possible, participation of all pupils	Ensure venue and means of transport are vetted for suitability Risk assessment in place to include all children in school where possible Pre-visits	Ongoing	Person organising the trip SLT member reviewing Risk Assessment	All pupils are able to access all school trips and take part in a range of activities.

#### **Improving access to the physical environment of the school: -**

The Clara Grant Primary School had many of the accessibility improvements during the building works that enable wheelchair access to all areas of the school via lift and ramps. The playground and Lunch Hall have stair and ramp access. Accessibility toilets for children and adults can be found in the main school building.

Target	Strategies	Time-scale	Responsibility	Success criteria
Support independent orientation around the school for pupils with SEND	Communicate in print signage on all doors	Summer 2024	Inclusion Lead	Independently access signage in school
Ensure all disabled pupils can be safely evacuated	Purchase Evac Chair Staff training in use of EVAC Chair PEEP completed and shared with all staff	Summer 2024	Inclusion Lead /Premises Manager	Quicker evacuation time for wheelchair/ K-walker users

Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	Visual timetables Now and Next Boards Task Schedules Placement of furniture	Ongoing	Class Teachers	Children able to independently navigate around the classroom and access all resources
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Improving the delivery of written information to pupils: -

Target	Strategies	Time-scale	Responsibility	Success criteria
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As Required ICT Training for TAs	Inclusion and Transition Leader	Excellent learning resources
Review information to parent/carers to ensure it is accessible	School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired	Ongoing Current	Admin Website design team	Better communication between school and parents/carers All parents understand the headlines of school information
Annual review information to be as	Review methods used on completed child friendly	Completed by Summer 2024	Inclusion and Transition Leader	Staff more aware of pupils preferred

accessible as possible	Annual Review paperwork			method of communication
Improve the delivery of written information to pupils	Staff aware of widget symbols Staff training using communicate in print	Ongoing	Class Teachers	Improved access to the curriculum for children