

ACCESSIBILITY PLAN:

Clay Hill School

April 2023-2026

Introduction

The accessibility plan shows how school access is to be improved for children and young people/students, staff and visitors with disabilities in a given timeframe. It anticipates the need to make reasonable adjustments where ever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all children and young people with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for children and young people/students with a disability that they have:

- total access to our environment, curriculum and information and
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN policy
- We recognise their duty under the Equality Act:
 - Not to discriminate against disabled children and young people in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled children and young people less favourably
 - To take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage
 - To publish an accessibility plan

- In performing their duties the management team have regard to the Equality Act 2010
- Our setting
 - recognises and values the child or young person's knowledge/parents' knowledge of the child/young person's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all children and young people with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- The plan covers a three-year period, will be reviewed at least annually and will be cross reference in the SAR/SEF as appropriate

Increasing Access for disabled children and young people 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 and school visits.

List key actions here:

- Individual Educationa plans (IEP) created by each tutor team in conjunction with parents and carers refering to recommendadtions in the studnets EHCP and Annual review documentation.The IEP will ensure identification of key SMART targets that will remove barriers to education and work towards achieving long term targets at each key stage. These are created and reviewed on a half-termly and termly basis.
- PBSP - Positive behaviour support plans created for each pupil as a pro-active measure to ensure all staff are aware of triggers that may lead to dysregulation in pupils and subsequently effective strategies to support pupils.
- Pastoral Support plans are created with the teaching team, therapists, pastoral support workers and in conjuction with parents and carers. These are implemented when a pattern of concerning behaviour has been identified and is impacting the students learning and wellbeing. Targets are set to improve and remove these behaviours that impact on progress.
- Termly assessment identifies, through teacher assessment and question level analysis, academic gaps that are preventing each young person to be in line with their age related expectation. Following Student progress meetings conducted by the Assisstant Head for teaching & learning and releveant taechers, a robust intervention programme is implemented to ensure that gaps identified can be closed.
- Personalisation of the curriculum. Identified in planning and considers the academic and personal barriers each individual young person has.
- Wide variety of resources used to support the varying needs of pupils.
- In house therapy provision (Psychotherapist and occupational therapist) to ensure that pupils social emotional, sensory integration and social communication needs are met and removed as a barrier to accessing the curriculum.
- Staff CPD and development through the development improvement approach process to ensure training is implemented to support understanding of variety of needs.
- Use of assisted technology and ICT to enhance learning within the curriculum.
- During and building up to termly assessment, students access arrangements are considered and recorded by the teaching team liasing directly with the SENCO so these can be applied for to support students achieve accreditations in national qualifications, such as GCSE, Functional Skills, ASDAN, Entry Level Certificate, Duke Of Edinburgh Award and the AQA Award Scheme. These could include; additional time

in exams, use of word processing software or voice recording software, a reader, a scribe, a prompt and Supervised movement breaks.

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.

List key actions here:

- The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and other visitors.
- Layout and class allocation of classrooms in the school is decided upon with recognition and consideration of physical needs of the pupils. Pupils in the primary section of Clay Hill and Home Farm School have a larger space.
- All classrooms are on the ground floor at Home Farm School. At Clay Hill School there are five classrooms on the ground floor. There are six classrooms on the first floor which are accessed by stairs. There are no lift facilities at Clay Hill School, which is a listed building.
- Pupils sensory needs are considered, specifically around noise and light, and these can be adjusted accordingly using the sensory rooms, in which there are two, one on the ground and one on the first floor.
- Offices are located primarily on the second floor of which the students have no access.
- All needs are considered regarding evacuation of pupils and staff including the use of Peeps where required for emergency evacuation.
- Monitoring of visual and auditory environment of the school is done through timely audits, environment walkrounds, lesson observations and learning walks.

Improving the delivery of written information to disabled children and young people

This will include planning to make written information that is normally provided by the school to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school events, and information available electronically, including via virtual learning platforms. The information should take account of children and young people's disabilities and children and young people's and parents preferred formats and be made available within a reasonable time frame.

List key actions here:

- Develop delivery of information in writing in an appropriate format where require i.e. visual impairments or communication needs, such as, visual timetables, zones of regulation.
- Ensure information can be presented in other languages where identified as a need.
- Review information sent to parents/carers to ensure it is accessible.

Financial Planning and control

The Head teacher and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

List key actions here:

- Where additional resources are required, the SLT will complete a business case and Capex.

Accessibility Action Plan:

COMPLIANCE WITH THE EQUALITY ACT					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes

ACCESS TO THE PHYSICAL ENVIRONMENT

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
School is aware of access needs of all	<ul style="list-style-type: none"> - Create individual risk assessments for all students. - Create access plans for individual disabled young people where required. - Ensure all visitors, including prospective pupils and job applicants have had their needs considered in regards to appropriate access. - Work with placing authority specialist advisory teachers to support with specific disabilities and how to meet needs. 	<p style="text-align: center;">All – SLT</p> <p>Class teachers</p> <p>HR team and Headteacher</p>	All ongoing		
Pupils with sensory impairments needs considered	<ul style="list-style-type: none"> - Work with placing authority and advisory teachers and seek guidance and support. - Follow all physical guidance in relation to ground markings and physical environment of learning spaces. 	<p>SLT</p> <p>Therapy team</p>	As and when required - Ongoing		
Layout and allocation of classrooms best meets needs of pupils within the school	<ul style="list-style-type: none"> - Consider all needs of staff/pupils with disabilities. 	<p>Headteacher and SLT</p>	As and when required - Ongoing		
Sensory environments are monitored	<ul style="list-style-type: none"> - Audits and environment checks from in house therapy team and SENCo/assistant SENCO. 	<p>SLT and SENCO</p>	Ongoing		

	<ul style="list-style-type: none"> - Ensure considered in line with individual pupils needs. - Staff to implement guidance from audits and checks. 				
Ensure access to main site and reception for all	<ul style="list-style-type: none"> - Accessibility to garden is ensured through large side gates. - Checks to be complete with all new starters (staff and students) and all visitors to ensure temporary access support can be implemented 	Headteacher and site support services manager	As and when required		
Ensure all can be safely evacuated in an emergency.	<ul style="list-style-type: none"> - Ensure all staff, through training are aware of their responsibilities and their role when evacuating the building. - Ensure Peeps in place for those young people who require additional considerations in the event of an emergency evacuation. - Ensure that four fire drills are carried out and all staff aware of fire marshals within the site. 	SLT and site support services manager	Ongoing		

ENSURING INCLUSION IN THE SCHOOL COMMUNITY

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
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ACCESS TO THE CURRICULUM

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities	<ul style="list-style-type: none"> - Thorough planning of trips. - Staff to undertake visits in advance. - Ensure that risk assessments are in place. 	All staff. Deputy Head & Headteacher to sign off.	On going		
Availability of written material in alternative formats	<ul style="list-style-type: none"> - School makes itself aware of the services available through Aspris, for converting written information into alternative formats. 	Aspris Head teacher Admin staff	Ongoing and as required/requested		
Use of IEP's to ensure key milestones and outcomes set in EHCP are met.	<ul style="list-style-type: none"> - Staff training on use of IEP. - QA process of T&L to ensure targets are being addressed. - Monitoring of parent/carer involvement in Golden thread process. 	All staff & monitored by SLT	Ongoing		
Use of PBS plans for proactive behaviour management support.	<ul style="list-style-type: none"> - Training delivered to staff - Monitoring of documents by SLT. - Shared with parents/carers and placing authorities 	Tutors/pastoral team/SLT	Ongoing		
Use of effective and accurate assessment to identify gaps in learning.	<ul style="list-style-type: none"> - Training on secure assessment with staff - Training on writing moderation - Writing moderations - Implementation of assessment weeks. - Student progress meetings and subject lead meetings. 	Teachers & SLT	Ongoing		
Personalisation of the curriculum	<ul style="list-style-type: none"> - Training to staff throughout the year on effective personalisation and direction of TA. 	SLT	Ongoing		

	<ul style="list-style-type: none"> - Monitoring of planning through QA process. - Screenings and assessments by therapy team and SENDCO 				
Wide variety of resources being used to meet need – Including use of ICT and assisted technologies	<ul style="list-style-type: none"> - Audit of resources by subject leaders - Project team focus - Ensure resources available - Ensure ICT opportunities for all. Develop suite. 	Head teacher and subject leads	Ongoing		
In house therapy provision to ensure reduction of impact of additional needs, specifically sensory integration and social communication	<ul style="list-style-type: none"> - Therapy team implemented - Constant CPD to all staff - Monitored by SLT - Assessments in place 	SLT	Ongoing		
Continue to raise staff awareness of disabilities issues	<ul style="list-style-type: none"> - Ensure that all staff complete mandatory Learning Lounge training modules 	All staff Part of induction, monitored by Deputy Head & Headteacher	Ongoing		

ACCESS TO INFORMATION ADVICE & GUIDANCE

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
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Develop delivery of information in writing in an appropriate format where required.	-Provide suitably enlarged print, braille versions where required, use of coloured backgrounds -Use of matt laminates for pupils with VI	Headteacher and SLT – Support from Admin assistant	As and when required - Ongoing		
Ensure information can be offered in other languages	-Ensure access to translators of other languages, including BSL.	Headteacher and SLT – Support from Admin assistant	As and when required - Ongoing		
Review information sent to parents to ensure it is accessible	-Ensure information is provided is clear and presented in a format which is easily accessible -Have awareness of any access needs of parents in regards to accessing information and ensure those needs are accounted for on an individual level. -Staff to ensure that parents have support in regards to completion of forms.	Senior Admin Assistant SLT	As and when and Ongoing		