

Accessibility Plan

Clipstone Brook Lower School



Created on:	November 2021	Sally Reay
Reviewed on:	November 2024	Sarah Orr
Next review by:	November 2027	

Aims of the Accessibility Plan

This plan outlines how Clipstone Brook Lower School aims to further develop access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed annually to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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- **Planning duty 1: Curriculum**

Area of Development	What	Who	When	Outcome	Review
Staff members need to further develop their knowledge of whether the curriculum is accessible	Adapting their teaching to implement the curriculum.	Headteacher, teachers, Inclusion Team	By Jan 2025	Teachers and Leaders are aware of the accessibility gaps in the teaching of the curriculum and are making appropriate adaptations.	Spring 2025
Staff members need to further develop their skills to support pupils with SEND	INSET and peer coaching provided to staff members Training for teachers on adapting their teaching to implement the curriculum so that it reaches all learners.	Headteacher, teachers, Inclusion Team	Ongoing training by SENDCO	Staff members have a strong skill set to support pupils with SEND	Spring 2025
School trip planning takes into account pupils with SEND	Needs of pupils with SEND are incorporated into the trip planning process	Headteacher, teachers, Inclusion Team	Autumn 2024	Planning of school trips takes into account pupils with SEND so they can make the most of the learning opportunities	Spring 2025

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- **Planning duty 2: Physical environment**

Area of Development	What	Who	When	Outcome	Review
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Leaders know to adapt the school's physical environment if pupil's are admitted to our school with a disability.	Audit of physical environment	Inclusion Team, Site Agent, Building surveyors	Ongoing	Leaders and staff are aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2025
Learning environment of pupils with visual impairments will need to be assessed when pupils are admitted.	Incorporation of appropriate colour schemes	Inclusion Team	Ongoing	Learning environment is accessible to pupils with visual impairments	Autumn 2025
We will assess the environment for pupils with specific physical needs as and when required. Toilets will need to be accessible for pupils with disabilities	Handrails installed and any other additional instalments or adaptations that are required.	Inclusion Team, Site Agent, External outside agencies such as Occupational Therapy, Building surveyors	Ongoing	Access to toilets is increased	Autumn 2025
The school building will need to be assessed when pupils with physical disabilities are admitted to our school.	Construction work undertaken	Inclusion Team, Site Agent, Building surveyors	Ongoing	School buildings are fully accessible	Autumn 2025

- **Planning duty 3: Information**

Area of Development	What	Who	When	Outcome	Review
Relevant staff need to be aware if a child has a care plan. The relevant teaching staff and medical team need to be aware of how to implement the care plan to support the needs of the pupils.	Care plans are produced alongside parents/carers, relevant outside agencies, medical lead if required and these are shared with relevant members of staff.	Inclusion Team, Medical Lead, School Nurse (if required)	Ongoing	Staff are aware of how to support when a child has needs and know where to access a child's care plan.	Autumn 2025