

# Clarendon Junior School



## Accessibility Plan 2022

Clarendon Junior School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. All schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school.
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

The school curriculum is regularly reviewed by the Head teacher together with the SENCo, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their care including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- Listening to pupils' views and taking them into account in all aspects of school life.

## **2. Sensory and physical needs.**

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- Appropriate seating, acoustic conditioning and lighting.
- Adaptations to the physical environment of the school.
- Adaptations to school policies and procedures.
- Access to alternative or augmented forms of communication.
- Provision of tactile and kinaesthetic materials.
- Access to low vision aids.
- Access to specialist aids, equipment or furniture.
- Regular and frequent access to specialist support.

## **3. Reasonable adjustments.**

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

### **The building and grounds:**

- Audio-visual fire alarms.
- Assistance with guiding.
- Teaching and learning:
- A piece of equipment.
- Extra staff assistance.
- An electronic or manual note-taking service.
- Readers for pupils with visual impairments.

### **Methods of communication:**

- A piece of equipment.
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator.
- Induction loop or infrared broadcast system.
- Videophones.
- Readers for pupils with visual impairments.

An access audit was carried out and the following recommendations made:

No	Item	Activity	Action	Timescale
1	Car park disabled bay	Ensure disabled bay is only used by visitors requiring access to the school	Monitor who is parking in disabled bay to ensure there is no unauthorised use	Ongoing
2	External ramps	Ensure all ramps provided are kept clear of obstructions at all times	Site Manager to undertake daily sweep of site to ensure ramps accessible and safe at all times	Ongoing
3	External steps	Ensure all external steps are clearly visible	Paint nosings on all outside steps and repaint regularly to ensure maximum visibility at all times	Ongoing
4	Reception Area	Ensure signage gives clear directions, instructions and information	Ensure signs are clear and visible and kept as uniform as possible	Ongoing
5	WC provision for disabled users	Ensure alarm cords are allowed to hang freely in case they are needed	Cleaning staff to check cords on daily basis when cleaning WC's	Ongoing

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

Signed by

Head Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Governor \_\_\_\_\_ Date: \_\_\_\_\_