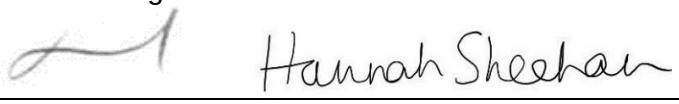
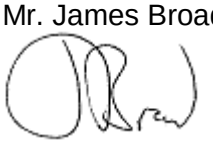
Clapham Manor Primary School & Nursery

Growing Brighter Futures

The Clapham Manor and Sudbourne Federation

Clapham Manor Accessibility Plan

Date Reviewed	27th January 2025	**Review Date**	Spring 2028
Signature of Chair of Governors	Mr. John Knight and Ms. Hannah Sheehan 		
Signature of Headteacher	Mr. James Broad 		

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NB: Throughout this policy, headteacher refers to the executive headteacher or, in his/her absence, the head of school.

Statement of intent

This plan outlines how Clapham Manor Primary School aims to increase 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 Equality 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 will 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.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCo will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

An Accessibility Audit will be carried out to inform the Accessibility Plan. The audit will cover the following three areas:

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

When conducting the audit, all kinds of disabilities and impairments will be considered, 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.

Planning duty 1: Curriculum

Target	Steps to Success	Who	When	Outcome
Ensure that all children have access to the curriculum.	Whole staff CPD about planning provision for vulnerable groups. Explore aspects of different disabilities i.e. ASD, ADHD, EDB etc. Teaching staff work with the SENDCo to write provision maps to identify need and support strategies required.. Learning walks to monitor provision for vulnerable children in lessons. All classrooms have and use universal strategies – Visual Timetables, Widget and Zones of Regulation Visual resources available for every lesson – as appropriate. Alternative resources such as coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc available for children who need them. Quality first teaching and specific special needs training for all staff.	Headteacher/ SENDCo/ Class Teachers	Ongoing	All children will be included in all aspects of the curriculum which will be planned to ensure accelerated progress for all as evidenced by Insight data. Children with a barrier to accessing the curriculum will be identified early and relevant provision will be implemented to ensure access to the curriculum. Staff members have the skills to support pupils with SEND
Effective use of TLAs to ensure that impact	TLAs keeping comprehensive and manageable data for the children they are working with.	SENDCo/ Class Teachers/ TLAS	Ongoing	Support by TLAs will lead to improving standards and

is positive in terms of progress.	Intervention groups run consistently and are monitored for impact. Regular targeted training to ensure appropriate strategies are being used effectively and consistently. Interventions staff strategically to allow for optimum outcomes for pupils with SEN.			progress of vulnerable children. TLAs delivering effective in-class support and development of learning.
Ensure appropriate use of specialised IT resources to benefit individual pupils and staff	Assistive technology (AT) available to support children as required. Monitor and promote learning through technology to support children's learning, Identifying children who would benefit from alternative methods of learning using AT to access the curriculum.	SENDCo/ IT Team	Ongoing	Where indicated, all children will be able to access AT to support their learning.
To ensure that school trips and physical activities are accessible to all pupils.	Ensure all school trips are accessible to all using the school's risk assessment process and reasonable adjustments are made where possible. Pre visits required for residential stays if SEND children are coming. Appropriate training as required to ensure staff are confident in planning accessible activities. Seek parental guidance on the needs of individual children specific to the trip as required.	Headteacher/ SENDCo/ Class Teachers	Termly review of the school offer	All school trips planned to take into account pupils with SEND The enrichment offer is inclusive for all children

	Ensure the availability of parent accompanying child on visit if required.			
Support the needs of pupils with Special Educational Needs/ disabilities and promote positive attitudes to disability	SENDCo to maintain training programme for staff to support pupils with SEN. SENDCo to ensure that records and information are kept up to date and relevant information is passed to next teacher each year – brief details on class profile. Opportunities created for visitors to school and classes as well as PSHE lessons and circle time to discuss attitudes to disabilities.	Headteacher/ SENDCo/ Class Teachers	Ongoing	Staff training is up to date and relevant. Pupil records are up to date and relevant. Staff and children have positive attitudes to SEN and disabilities.
Promote equality of opportunity and diversity, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice. All discriminatory incidents are recorded on CPOMs and adhere firmly to behaviour policy. Diversity and inclusion considered throughout curriculum.	All staff	Ongoing	All students of all abilities to learn simultaneously, together, in the same room where possible. Behaviour continues to be exemplary. Assemblies linked. Texts studied celebrate diversity and inclusion.

				All literature studied represents children in school and in world beyond the school.
Accessing external expertise to ensure that staff have knowledge and support in supporting children with disabilities.	External agencies sharing good practices through supporting all staff.	Headteacher/ SENDCo/ Lambeth		Inclusive practices include the advice and methods provided by external professionals

Planning duty 2: Physical environment

Target	Steps to Success	Who	When	Outcome
Improve and maintain access to the physical environment including to suitable hygiene facilities.	Pupils and adults are able to move between the main floors using the lift. Main entrances to the school building are flat or ramped, without steps, and all areas of the school are kept clear of clutter and obstruction. There are a sufficient number of toilets with wheelchair access available to pupils and adults. Furniture is positioned in classrooms to ensure optimal ease of movement for pupils and adults with disabilities.	Premises, LMT and SENDCo	Reviewed as required and at least annually.	All disabled children and staff are able to move around the school freely where possible.
Ensure that all disabled pupils and adults in school have access to a safe fire evacuation plan.	Individual personal emergency evacuation plan (PEEP) for all disabled children and adults in place and regularly reviewed. Ensure staff are aware of their responsibilities in evacuation. Ensure all fire exits are kept clear and that exit routes are clearly signposted and accessible. Ensure parents & visitors are made aware of relevant exits & plans when on site, including location of ramps where appropriate.	Premises, LMT, SENDCo and Class Teachers	Reviewed annually or during in-year admission.	All disabled children and staff have a safe individual evacuation plan actioned in practices and in the event of a fire.

	Location of classroom to be considered prior to transition for the next academic year for all disabled children and adults.			
Identify disability and access needs through effective communication with the parent/ carer.	Access discussed on admission with parent/carer and any other external agencies. Class Teacher will be made fully aware of the child's needs prior to starting.	LMT, SENDCo and Office Manager	Autumn annually and during in-year admissions.	All new starters are able to access the building and reasonable adjustments are made where barriers to access exist.

Planning duty 3: Information

Issue	What	Who	When	Outcome
To effectively communicate information with parent/ carers.	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with EHCPs. Explore different ways to information share with parents i.e. noticeboard, newsletter, workshops, Tapestry, Dojo, website and Arbor Explore different ways of reporting to parent/ carers of those who have EAAL and parent/ carers with disabilities.	SLT, Class Teachers and Admin staff	Ongoing	All parent/carers are able to access all information shared by the school.
To communicate effectively with SEND pupils in a variety of ways	Assemblies, visual timetables, social stories Makaton, Widget on line and through external therapists and health care providers	LMT, SENDCo, Class Teacher, TLAs,	Ongoing	All children are able to access information about their school day.
Ensure website is DDA compliant and all documents and links are accessible	Ensure documents are accessible to everyone using commonly known vocabulary and all links are appropriately signposted and live. Admin team to be aware of parents who may need support in accessing materials and assisting with this.	LMT and Admin staff	Ongoing	Website is DDA compliant.

Ensure written materials are available in alternative formats	Admin staff make use of readily available translation applications to translate documents as required. Ensure parents, staff and visitors with visual impairments can access school documents which have been enlarged or are accessible via a device with a reader facility. Parents who may need support completing forms are invited into school.	LMT and Admin staff	Ongoing	All parent/carers/staff are able to access all information shared.
Ensure meetings are accessible for parents/carers with disabilities	Make reasonable adjustments to the location of meetings where possible. Engage the services of a translator where applicable (ie BSL). Give the option for meetings to be held online where access is still not feasible after reasonable adjustments have been made.	LMT and Admin staff	Ongoing	All parent/carers/staff are able to access school meetings.

Monitoring and review

This plan will be reviewed every three years by the governing board and headteacher.