



Accessibility Plan 2022-2025

St. Clement's C. of E. Academy

Learning for Life, Anchored in Christ

Accessibility Plan

Approved by Governors July 23
Next review : July 2025 or as required

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Inspiring happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**. Believing being anchored in Jesus Christ will guide us all with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

Introduction

This policy seeks to address the statutory requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of the Birmingham Diocesan Multi Academies Trust in particular ensuring the following:

- Life in its fullness for all
- Success for all
- Positive well-being for all

The Birmingham Diocesan Multi Academies Trust, including its executive, Head Teachers and local academy boards have three key duties towards disabled pupils, under the Equalities Act 2010:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; and
- to plan to increase access to education for disabled pupils.

The purpose and direction: vision and values

We are an inclusive academy, serving the needs of our local community. We want all our pupils to develop their intellectual, spiritual, and creative talents; through recognising and encouraging the successes and achievements of our pupils we want them to develop positive self-esteem; we want all our pupils to value and respect the rights and opinions of others. We are proud to be part of a MAT with a strong sense of community and we strive to ensure we are fully inclusive. We will continue to regularly review our provision to make certain all our pupils can access the full curriculum and be encouraged to 'live life in all it's fullness' (John 10:10)

The purpose of our Accessibility Plan is to :

- Acknowledge the steps already taken by the Head Teacher and governors of St Clement's CE School to provide access by all children and adults to the school site.

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- Identify areas we can further improve regarding access by all adults and children to the school site.
- Plan for our school to increase inclusion for children with disabilities and SEN.
- Increase the extent to which children with disabilities can participate fully in the school curriculum (both on and off the school site).

This plan also aims to address the diverse learning needs of children with respect to the learning environment and access to a range of educational services. It sets out how the St Clement's Governing Body aims to increase access to education for children with special educational needs (SEN) in the three areas required by the key duties in the Equality Act 2010:

- Increasing the extent to which SEN pupils can participate in the curriculum;
- Improving the environment of the school to increase the extent to which SEN children can take advantage of education and associated services;
- Improving the delivery to SEN children and their families of information which is provided in writing for pupils who do not have SEN and their families).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Responsibilities

All staff are responsible for identifying and removing barriers to learning for disabled pupils.

All leaders are responsible for improving accessibility within their area of responsibility.

The Governing Body is responsible for the approval of this plan.

The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

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The SENDCo is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

It is a requirement that the school's action plan is resourced, implemented and reviewed and revised as necessary.

Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy

Equality & Diversity Policy

- Equality information and objectives (public sector equality duty) statement for publication
- Supporting pupils with medical conditions policy
- Curriculum Policy
- Special Educational Needs Policy

Behaviour for Learning Policy

Teaching & Learning Policy

The main priorities in the school's plan

1. Increasing the extent to which disabled pupils/ pupils with need can participate in the school curriculum

The needs of all of the pupils of the school are considered when planning the school curriculum. It is the responsibility of the 2 phase leaders to lead a team of teachers to ensure that the needs of all of the pupils are met. In order to ensure that all children are catered for the SEN lead works closely with the Headteacher, Pastoral manager and SLT. A detailed target setting system for all of the children with special needs has been used. This highlights the specific needs of each child including those with disabilities and targets their curriculum provision. This is an area on the SDP and is a focus of pupil progress meetings.



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Where necessary outside agencies are contacted for specialist support eg. Communication Autism Team, Physical difficulties Support Service, Sensory Support Service, Speech and Language Therapists, Pupil and School Support and support from the Educational Psychologist, visual impairment mobility team. See action plan for increased access to the curriculum. Emotional & physical well-being of pupils and staff is given high priority and is a feature on the SDP as well as at governor's meetings.

2.Improving the physical environment of the school to increase the extent to which disabled pupils/ pupils with need can take advantage of education and associated services.

St Clement's has three entrance points, 2 on Stuart Street and the main entrance on Butlin Street. All entrances are flat with easy access to the main school office. The doors and gates can all be released by the office for entry. All external doors to the main building have double open doors for ease of access. There is double open door access to the hall.

Nursery and Reception are sited on ground level and have direct access to the P.E. and dining hall. Years 3-6 are sited on an upper floor, stairways have double handrails & prominent edging on steps. Years 1 and 2, plus the Library are situated outside the main building. These classrooms have ramp access at both the main entrance/exit and the Fire exit. If required, slight adjustments to the class location could be made. We have three toilets for Disabled users. One is sited in the Nursery Department, the second is situated on the main downstairs corridor and the third is in the Key stage 1 huts. The school has internal emergency signage and escape routes are clearly marked.

SENDCo, Head teacher and sight manager will respond to feedback and guidance from specialist services to reasonably adapt the environment to support the needs of a child with a specific disability eg, visual impairment.

3. Improving the delivery of information to disabled pupils that is provided in writing for pupils who are not disabled:

All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. hearing impairment agency with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid, translators.

The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered. Preferences of parents will be taken account of where possible.



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Context of the school.

The main school entrance, the outside areas and the Foundation unit are all easily accessible for wheelchair users. We are very aware that our site is inaccessible for some disabled pupils and adults. However, double handrails, prominent edging on steps and bright lighting have all been installed.

Hard copies of our school's accessibility plan will be available upon request within ten working days and a copy made available on the school website.

Attached is an action plan showing how the school will address the priorities identified in the plan. The action plan covers the three year period from 30th September 2022 to 30th September 2025.



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Equality Action Plan and Accessibility Plan 2022-2025

Accessibility Plan Code C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone

Target	Accessibility Planning Code (C,E,I)	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
1. Leading and monitoring the disability equality scheme						
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	C,I	All aspects of school life promote equality of opportunity for all pupils	Annual review of policies	Staff meetings Governing Body meetings	Head Teacher Governing Body staff	Governor minutes
Review and update school accessibility plan	C,I	School is accessible to all pupils	Every 3 years	Staff meetings Management meetings	Head Teacher SENDCO Governing Body staff	Governor minutes
The DES will be monitored and reviewed on an annual basis.	C	Compliance with DES	Annual review alongside SEN policy		Head Teacher SEN coordinator Governing Body staff	Governor minutes
Create an accurate database of pupils, staff and parents / carers with identified disabilities	C,I	Up to date database of needs within school	On going	Phase meeting Update Arbor Pupils' views survey	Phase Leaders Admin Team SENDCO	Review notes Pupil progress mtgs CPOM audit



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				CPOMS SEN Reviews Medical needs booklets		
2. Promoting curriculum access for disabled/SEND/vulnerable pupils and adults						
All out of school activities are planned to ensure the participation of the whole range of pupils	C	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing	Risk assessments Pre-trip visits Use of Evolve	Teaching Staff Sports Lead SLT	Extra-curricular Log
School visits are made accessible to all pupils irrespective of attainment and impairment	C	All pupils have access to all school visits	ongoing	Pre visit visits Risk assessment	Teaching staff EVC Coordinator	All children access all visits
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	C	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	ongoing	Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teaching Staff SLT SENDCO Pastoral manager	Learning Walks



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<p>Training and awareness raising of disability issues for staff, governors , parents and pupils</p>	C	<p>Whole school community awareness of the issues relating to access within school</p> <p>All staff to make reasonable adjustments to provision to enable full participation in the school curriculum for all pupils so they make progress</p>	<p>ASD level 1 training for new staff as and when</p> <p>Level 2 & 3 ASD training for specific staff</p>	<p>Understanding of differing needs and disabilities</p> <p>Annual review of CPD needs</p> <p>Performance management</p> <p>School nurse CPD</p> <p>Resources purchased and available as necessary</p> <p>CPOMS</p>	<p>Head teacher</p> <p>SLT</p> <p>SENDCO</p>	<p>Training records</p> <p>Evidence of parental participation</p> <p>Pupil progress meetings</p> <p>Performance mgt reviews</p> <p>Pupil voice</p>
<p>Pupils with disabilities can access ICT equipment if appropriate</p>	C	<p>All children and adults can access the full range of ICT equipment available in school to support their learning and make appropriate progress</p> <p>Teachers plan to use a range of It resources to deliver content/visual/audio where appropriate</p>	ongoing	<p>Audit of need ICT equipment to meet needs</p> <p>Specialist support from outside agencies</p>	<p>SENDCO</p> <p>BDMAT IT Team</p> <p>SLT</p>	<p>Learning walks</p> <p>Children have access to ICT equipment to help them with the recording of their work</p>
<p>To provide any additional resources and equipment</p>		<p>Implement resources across the</p>		<p>Inset schedule</p>	<p>SENDCO</p> <p>SLT</p>	<p>'Pupil One Page Profiles'</p>



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<p>in order to promote the participation and independence of all pupils so they are able to fully access the curriculum and make appropriate progress. Including required 1:1 adult support where reasonable/ possible</p>		<p>school with relevant training and relevant information is built into our transition across the school.</p>		<p>Transition Resources & training Info on pupils' EHC/Plan/OPP. Welcomm CRISP to identify training needs. Makaton Increase amount of large font text in school.</p>		<p>and transition plans for children with SEN in place, detailing additional needs of pupils. TPT to track progress and provision mapping software</p>
<p>Ensure all barriers to learning are removed including those which affect pupils/staff mental and physical well-being.</p>	<p>C</p>	<p>All children/adults feels safe and happy in school and are of a positive mind-set to access information.</p>	<p>Ongoing & as appropriate</p>	<p>Mentoring Home-school links Pastoral care (families/ parents/children) Links with external agencies. Safeguarding procedures. Well- being curriculum days ½ termly and a theme week annually. Staff well- being meetings. Trauma informed school training- PM</p>	<p>Pastoral manger DSL's Mental Health First Aiders Learning mentor Head teacher Teachers Well-being committee</p>	



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				Thrive training – PM & SENDCo Attendance procedures/ policy		
3 Improving the physical environment of the school and its services						
Ensure that pupils can move around the school without experiencing barriers	E	All children and can access all parts of the school	Carry out audit of need, if need arises. Carry out risk assessment if need arises. Daily site checks	Specialist support from outside agencies PEEP completed for pupils who require it.	Head teacher SENDCO Site Manager	Children’s Champion voice Health and Safety Walk rounds
<i>Long term aim</i> -Provide pathways to travel around the site. No areas in school only accessible by steps – all areas ramped (where reasonably expected)	E	All children and adults in wheel chairs can access all parts of the school		Specialist support from outside agencies	Head teacher	Resources Committee Health and Safety Walk rounds
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	E	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Specialist support from outside agencies Fire drills & invacuation procedures to prepare for actual event at different times of the day with all staff members	Head teacher All Staff SENDCO Site Manager	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change
4 Improving the quality of information for and about disabled pupils and adults						
Increasing use of Interactive Whiteboards/Touchscreens	I	Visual and audio information as common as written	ongoing	Differentiated resources with particular	BDMAT IT Team	Parent & pupil voice



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and other digital technologies to diversify the ways in which information is presented to all students.		information. Teachers consider the needs of each SEND student and provide accessible learning resources for them		attention to reading age, plain English, images and layout. Coloured overlays for text. Tactile resources. Readers and/or scribes in exams, where appropriate		
Provide information in a range of formats, including website access, brochures and newsletters	I	Information to be shared can be found on website and in a range of formats	ongoing	Specialist resources and support from outside agencies	Head teacher Admin Team Pastoral Team	Feedback indicates delivery of school information to parents/ carers /school community improved
Ensure that parents/ carers who have a disability can receive information and reports by an alternative method	I	All parents / carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs	ongoing	Update Arbor Seek the views of parents/ carers on preferred method of communication Ensure all information is made available in a suitable format in a reasonable time e.g	Head teacher Admin Team Pastoral Team	Copies of information kept on file



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				translated into appropriate language, available in large print		
Create an accurate database of pupils, staff and parents / carers with identified disabilities	I	Up to date database of needs within school	ongoing	Update Arbor Pupils' views survey	Headteacher Admin team SEN coordinator	Annual updates
Parents with a disability & parents pupils with a learning/physical disability are fully engaged in their child's learning and have a voice – informing the provision and issues affecting Special Educational Needs (SEN) across the school.		Termly SEN coffee mornings to share info on provision in school. Use Person Centred Review model for meetings to Review provision/assist in transition. Set up SEN Parent forum to and receive feedback concerning the provision and issues affecting Special Educational Needs (SEN) across the school.	Termly-ongoing	Time allowed for preparation and holding of coffee mornings. PCR training SEN parent forum, Meetings. Framework starting points.	SEN coordinator Pastoral manager	Parents engaged with their child's learning and have an understanding of the provision in place. Accessibility plan and School SEN statement reviewed and in place ensuring access to site and information for all. Other issues raised by forum are addressed.



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						Parent Questionnaire-measuring impact of any improvements resulting from plans.(p.eve)
To provide equal opportunities for children with physical or learning disability to have a 'pupil voice' within school.		Pupil conferencing to include information about how many of our pupils with SEN are, or would like to be members of a school pupil group. Graffiti walls for comments & views	ongoing	Children's champion meetings weekly	Pastoral manager	Results of pupil conferencing analysed and shared with staff.