

Cliftonville Primary and Pre- School

**Independence Safe and Settled
Community**



Resilience Respect Aspiration Learning

OUR MISSION

**As an outstanding school we will inspire
they ever believed possible**

children to achieve more than

OUR VISION

**That every member of our school community is challenged and supported
to be the very best they can be**

**That through our high-quality learning experiences & curriculum we will improve the
life-chances of our children**

That we educate the whole child so they can thrive in a changing world

Accessibility Plan

Revised March 2024

Review Date March 2027

Section 1: Aims

Requirement under the Equality Act 2010 for schools to have an accessibility plan

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

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

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Purpose of the plan

Cliftonville Primary and Pre School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of disability according to the Equality Act 2010

According to the Act, a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

School aims and values

At Cliftonville Primary and Pre- School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This is reflected in our school aims and values.

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These are to be achieved through our school values of Independence, Safe and Settled, Resilience, Respect, Aspiration, Learning, Community

If a pupil with a disability is given a place at Cliftonville Primary and Pre-School any adaptation will be made to accommodate pupil need. Cliftonville Primary and Pre-School seeks to ensure the accessibility of provision for all pupils, staff and visitors to the school. Cliftonville Primary and Pre-School is committed to equal opportunities and inclusion. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

In drawing up this Accessibility Plan the school sets the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible
- To support any available partnerships to develop and implement the plan.

The plan will be made available online on the school website, and paper copies are available upon request. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Section 2: Legislation and guidance

How the plan links to other documentation and policies

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 Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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.

Therefore, this Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

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

This plan itself will also be used to advise and inform other school planning documents and policies

Section 3: Monitoring arrangements

How the plan will be shared

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually and reviewed by a working party of key partners including staff, SENDco and premises teams.

Internal and external monitoring procedures

The audit will need to be revisited prior to the end of each first three year plan period in order to inform the development of the new Plan for the following period.

The plan's focus on the physical environment, curriculum, and written information

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Training

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current Good Practice which supports this duty

The school's commitment to inclusivity was recognised by achieving the Inclusion Quality mark in 2015.

Current Activities:

Increasing the extent to which disabled pupils can participate in the school curriculum through close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEN policy ensures that staff identifies, assesses and arranges suitable provision for pupils with special educational needs and / or disability.

The school and the SENDco works closely with the external agencies like TISS which enables access to LIFT and STLS and other outreach services, health professionals and Educational Psychology Service,

The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with **specialist services** including:

- Advisory Teacher for STLS
- Early Years Advisory Teacher
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Enterprise Learning Alliance- Little Oaks
- Educational Psychology Service
- Local SEN Team Advisory Teacher for SEN
- CAMHS
- GPs and pediatricians
- School Nurse Team
- ADHD Nurse
- Counselling
- Other advisory services and charities

The school's governors, teachers, teaching assistants and meal-time assistants have a wide range of qualifications, training and experience of working with **children with a varied range of needs** including:

- Hearing impairment
 - Physical disability
 - Cerebral Palsy
 - Visual impairment
 - Specific medical conditions including asthma, eczema, ADHD, diabetes
 - Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
 - Autism-specialist TA
 - Speech, language and communication needs (SLCN)- specialist TA
 - Emotional difficulties including attachment disorder or bereavement
 - Developmental disorders, e.g. fetal alcohol syndrome
 - Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
 - Specialised feeding e.g. gastric feeding
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- Physiotherapy

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Parent Support Advisors to access Early Help, school nurse and other agencies, e.g. Young Carers
- School play therapists and access to counsellors offer bespoke therapy to a range of children and needs
- SENCO, SENDco assistant and SEN Administrator
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, including social communication
- SEAL programme or equivalent social and emotional small group work (Social and Emotional Aspects of Learning)
- Makaton sign language
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Beat Dyslexia, Toe by Toe
- Fine and gross motor skills
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Advice and support from School Nurse Team
- Pediatric First Aiders
- Outdoor learning and development of Forest School
- Use of diagnostic assessments
- Transition arrangements, planning and support

Cliftonville Primary and Pre- School celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Current Actions:

Improving access to the physical environment of the school and building capacity in the school that ensures accessibility for all. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are very few parts of the school to which disabled pupils have limited or no access where necessary slopes, ramps and handles have been installed. When required consideration is given to room changes to ensure that there is access for all children, including those with specific needs.

Approved by:Date:Next review date:

Section 4: Audit and Action plan

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Action plan 2024-2027						
Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Success criteria/ review	Needs
Increase access to the curriculum for pupils with a disability	Current good practice- see above and includes • A differentiated curriculum for all pupils. • The curriculum is continually reviewed to ensure it meets the needs of all pupils. • Resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • Progression documents and overviews are in place			AHT Curriculum/ English and Maths SLT		
	Ensure availability of information for parents	Improved communication with parent- using all and varied means including leaflets, website, Facebook, emails, Parents forum	Following the introduction of Microsoft TEAMS during the pandemic, look at ways to use this form of communication to support families along with embedding all social media and starting the PTFA	SLT- AF and AM Office staff to monitor		
	Appropriate use of specialised equipment to benefit individual pupils and staff	Ensure all children have access to the curriculum and have specialised equipment where needed	Discussion of need between SENDco and teachers at PPI and at other times as appropriate Increase range of Braille material	SENDco and SLT		

	Improve the quality of provision for children with specific special needs	Ensure children are able to make progress and improve outcomes	Ongoing monitoring in the classroom of personalised plans Quality First Teaching- QA monitoring through SLT/YGL Early assessments undertaken- train other staff as necessary Re-establish ILP- coaching and ensure that CPLD plan meets the needs of the children/ staff	SENco and SLT and YGL through PPI		
	Ensure inclusive, quality first teaching	Ensure children are able to make progress and improve outcomes	Ongoing monitoring Quality First Teaching- QA monitoring through SLT/YGL ILP- coaching and ensure CPLD plan meets the needs of the children/ staff Review and plan as a whole school SEN strategy and mainstream core standards Re-establish ILP and its effective use.	SENco and SLT, YGL and all staff		
	Ensure inclusive learning environments	Ensure children are able to make progress and improve outcomes	Ongoing monitoring Quality First Teaching- QA monitoring through SLT/YGL ILP- coaching and CPLD Re-establish learning environments as part of SLT monitoring	SENco and SLT, YGL and all staff		
Improve and maintain access to the physical environment	To aid movement around school by fitting grab rails and yellow floor markings where appropriate	Ensure that all children are able to move around the school and have access to all areas of learning	Ongoing monitoring Liaising with premises manager Monitoring of current risk assessments in place Add yellow or necessary colour in key places to help with VI child movement around school	SENDco SLT Premises staff		

	Ensure corridors are free of 'clutter' to ensure free access to all including wheelchair users	Ensure that all children are able to move around the school and have access to all areas of learning	Ongoing monitoring- ensuring all lockers doors are closed Liaising with premises manager Monitoring of current risk assessments in place	SENDco SLT Premises staff		
Improve the delivery of written information to pupils	Availability of written material in alternative formats	Ensure that all children have access to and understand information from around the school Our school uses a range of communication methods to ensure information is accessible. This includes: •Translated letters where necessary and possible Internal signage •Large print resources •Pictorial or symbolic representations And will adapt where necessary	Ongoing monitoring Embed use of Braille in the years groups as needed and across the whole school in terms of signage.	SLT SENDco Premises Manager		

Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Success criteria/ review	Needs
Number of storeys	All blocks except the Y4 block are one storey Y4 is two storey's	Consideration to be given to the following year class organisation and placement in classrooms			
Corridor access	All corridors around teaching rooms have lockers which should be kept closed	Ensure lockers are closed and all clothing and bags are in the lockers	Class teachers and YGL		
Lifts	Y4 block has a stair lift	Ensure regular maintenance – lift serviced annually	Premises manager		

Parking bays	Parking bays are marked clearly in the school car park. Two disabled parking bays are available for visitors and by parents who bring their child in by car where the child may have complex physical needs. Due to the volume of pedestrians at the start and end of the day, the carpark is being used as an access point for parents/ children for drop off/ pick up and prohibits vehicular access between set times.	Ensure cars are parked within the bays and that the disabled bays are available for use The use of the school car park for pedestrian access for drop-off and pick-up will continue. If disabled space is needed any vehicle will have to enter the school grounds before or after the prohibited times.	Premises manager		
Entrances	Entrances to be kept clear at all times Additional security measures have been put in place so that some green access buttons are out of reach from children	Ensure that doors are always closed and clear. All entrances to school buildings require fobs. All exits have green buttons (placed out of child's reach) or fobs. All staff and student teachers are issued with a personal fob. DBS checked visitors given personal fob. Reception, KS1 entrances and back gate remain on a padlock.	All staff		
Ramps	Several ramps exist in the school- leading up to the new block (Reception and Y1) and from the KS2 playground towards Y4	Ensure these are regularly maintained Inspected for safety during icy or snowy days Ramp edges painted yellow	Premises staff SLT		
Toilets	Numerous toilet blocks around the school in each blocked area	Ensure they are available for use	Through regular inspection by staff, cleaners and premises staff		
Reception area	The School Office is located at the front of the school and is well signed. It is accessed via a long ramp, and automatic doors.	Ensure it can be accessed by all staff and visitors Automatic doors are regularly serviced (Bi-annual) and are able to be over-riden if necessary Internal door to the main school is accessed using the staff fob.	Office staff Premises staff SLT		

		Electronic sign-up system installed August 2021			
Internal signage	Placed around the school both inside and out.	Clear and consistent messaging using visual representations where appropriate Introduction of Braille signage	Office staff Premises staff SLT		
Emergency escape routes	Every classroom has an external emergency exit, except room 8. Every room has clear visible escape route diagrams with details of assembly points and evacuation routes next to door frame.	All exits MUST be kept clear All doors to be kept closed except in an emergency. Double fire doors in corridors will automatically close in an emergency.	Premises staff All staff SLT		
Classrooms		Access to at all times through the main door- any additional arrangements needed for a particular pupil will be actioned	Premises staff All staff SLT		
Forest School area	Classes are timetabled for the forest school area across the school, and it is used extensively by all year groups.	The Forest School area must be kept clear of twigs and brambles, especially along the forest path to allow access to the seating areas. Gated entrance will be shut but not locked, and available at all times	Premises staff All staff SLT		
Playgrounds	Internal courtyard Early Years Playground KS1 playground Climbing and trail area KS2 playground- including the cage (multi-sport area)	There is easy access to all these areas. Gates are closed to secure pupils but are not locked so can be opened when needed. During icy and snowy times- daily inspection to check safety. Gritting to be carried out in severe frost and ice. New playground surface summer 2024. Where parents have access- check suitability of floor, being aware of any dangerous objects	Regular inspections by premises staff and manager		

Field		Regular checking of security fence and if accessed by member of the public, check suitability of the grass for children's use. Double gates, along with adjoining tarmac, from the playground to the alley way were extended summer 21.	Regular inspections by premises staff and manager		
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