



Claremont Primary School

A hub of educational excellence and innovation, supporting and valuing everyone

Accessibility Plan

Responsible person(s)	Candi Roberts, Headteacher Clare Smith, SENCo Julie Cook, SBM
Responsible governor	Chris Davidson, Chair of Governors
Responsible governor team	FGB
Date approved	Autumn 2023
Date of next review	Autumn 2026 before where updates are needed to ensure compliance
Policy reference	Adopted The Key

At Claremont we believe and recognise that the diversity of our community is one of our greatest strengths and assets. We are committed to ensuring that our pupils are treated fairly, and we have carefully considered and analysed the impact within this policy to promote equality of opportunity for all and we will use our position of influence as a school to work with all stakeholders to eliminate discriminatory barriers and ensure that our pupils have a sense of shared, common belonging and understanding.

1. Aims

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 disabled pupils

Claremont aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision is to provide facilities for a happy, safe, nurturing and inclusive environment where all children are supported, valued, inspired and challenged, so they may flourish to achieve their full potential. At all levels the School is an inclusive community - we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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.

2. Legislation and guidance

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Access to Learning</p> <p>Increase access to the curriculum for pupils with a disability</p>	<p>Claremont offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs or disabilities.</p>	<p>Our curriculum is fully accessible to all pupils.</p> <p>All pupils are making good progress from their starting points.</p> <p>Staff feel confident in their ability to teach all pupils and to adapt the curriculum effectively for pupils with disabilities.</p> <p>To improve pupil voice for those with SEND at Claremont</p>	<p>Monitoring by Strategic Leads to ensure that access to their part of the curriculum is increased for pupils with disabilities.</p> <p>Support from Senco to ensure that staff feel confident to adapt the curriculum effectively to ensure progress for all pupils from their starting points.</p> <p>To ensure that pupil voice is an integral part of the review of PPPs and EHCPs</p>	<p>Strategic Leads</p> <p>DHT</p> <p>Senco</p> <p>Senco</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All pupils are making good progress from their starting points.</p>

	The curriculum is reviewed to ensure it meets the needs of all pupils.					
Access to Environment Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To continue to improve the environment of the school or ensure its accessibility.	Ensure that increasing areas of the school are compliant with the DDA and accessible for disabled pupils, staff, parents and visitors.	SBM	Ongoing	
			Ensure that disabled toilet is kept accessible.	Caretaker	Ongoing	
			Ongoing review of fire evacuation procedure to ensure accessibility of escape routes.	SBM	Ongoing	
			Seek feedback from stakeholders to identify areas of the school that are less accessible.	Senco	Ongoing	
Access to information Improve the delivery of	Our school uses a range of communication methods to	Ensure information is accessible to all including those with disabilities.	Ensure updated Communicate in Print is used for all classroom visual	Senco SEN Team	Ongoing Ongoing	Pupils with a disability and their families are able to access information.

<p>information to pupils with a disability</p>	<p>ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations • Dyslexic friendly fonts and resources in line with Dyslexia Friendly accreditation 		<p>timetables and other visual resources.</p> <p>Ensure that large print resources are available where possible.</p> <p>Exploration of the use of Makaton signing.</p>	<p>Senco and SEN Team</p>		
<p>Improve/ continue to maintain the delivery of information to parents including language and disability support</p>	<p>Our school has access to a number of external services who might provide information and support.</p> <p>We are able to signpost parents to these.</p>	<p>Ensure up-to-date, relevant information, including language and disability support, is accessible to parents and carers.</p>	<p>Ensure that the school receives up-to-date language and disability support.</p> <p>Ensure that new information is shared with parents via the school website and also the Newsletter.</p> <p>Ensure that parents know who to approach with regard to accessing language and disability support.</p>	<p>Senco and SEN Team</p> <p>Senco and SEN Team</p>		<p>Up-to-date, relevant information, including language and disability support, is accessible to parents and carers.</p>

<p>Race Continue to promote attitudes and values, including identified British values, that will challenge racist and other discriminatory behaviour or prejudice</p>	<p>RSHE curriculum delivered throughout the school promoting positive attitudes and values.</p> <p>School council and other pupil groups established.</p> <p>Specific events: Show racism the red card, Cultural event, Black history month</p> <p>Ensure protected characteristics are represented in literature and the environment throughout the school.</p> <p>Recording of racist incidents with prompt response, challenge and follow-up.</p>	<p>Our school community is one that proactively promotes positive attitudes and values and challenges racist and other discriminatory behaviour or prejudice.</p>	<p>Working towards the UNICEF Rights Respecting School Award.</p> <p>Establishment of EDI working party which will, in time, have representation from difference stakeholders in our community.</p>	<p>Pastoral Team led by AHT</p> <p>DHT</p>	<p>Summer 2024</p> <p>Ongoing</p>	<p>All members of the school community promote positive attitudes and values and are inclusive of everyone in our community.</p> <p>All members of the school community will challenge racist and other discriminatory behaviour or prejudice.</p> <p>Racist incidents continue to reduce.</p>
<p>Gender Continue to investigate disparities to gender groups within learning opportunities and outcome</p>	<p>Ongoing monitoring disparities between gender groups with regard to learning outcomes.</p> <p>RSHE curriculum delivered throughout the school</p>	<p>Gaps between gender groups are narrowed in all learning outcomes.</p> <p>Gaps between gender groups are narrowed</p>	<p>Monitoring of learning outcomes by gender.</p> <p>Monitoring of take-up of activities by gender.</p>	<p>Middle Leader Team</p> <p>PE lead</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Gaps between gender groups are narrowed in all learning outcomes.</p> <p>Pupils feel they belong and are part of our community.</p>

	<p>promoting positive attitudes and values.</p> <p>Ongoing monitoring of take-up of sporting opportunities.</p> <p>Ensure protected characteristics are represented in literature and the environment throughout the school.</p>	<p>in take-up of sporting opportunities.</p> <p>All protected characteristics are clearly represented in the school environment so that all stakeholders see themselves represented and feel that they belong.</p>	<p>RSHE lead monitoring provision of literature</p>	<p>RSHE lead</p>	<p>Ongoing</p>	
<p>Continue to promote and challenge attitudes and values that do not support British values and protected characteristics within our community which might impact on a pupil's wellbeing or learning</p>	<p>Staff access appropriate training</p> <p>Celebrating Difference staff twilight with Shaun Dellenty</p> <p>No separate boys and girls uniform.</p> <p>Ensure protected characteristics are represented in literature and the environment throughout the school.</p> <p>Assemblies delivered to support British values and protected characteristics in our community.</p>	<p>All protected characteristics are clearly represented in the school environment so that all stakeholders see themselves represented and feel that they belong.</p> <p>Further embed an inclusive culture within our school environment and throughout the community.</p>	<p>Establishment of EDI working party which will, in time, have representation from difference stakeholders in our community.</p>	<p>All staff, led by DHT</p>	<p>Ongoing</p>	<p>All stakeholders see themselves represented with school and feel that they belong.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Full Governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Relationships and Health Education Policy
- School Exclusion Policy

Appendix 1: Accessibility audit this is done as part of the H&S three times a year

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				