

# Accessibility Plan 2021-2024

## Clifton Primary School

### I. Improving the delivery of written communication.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Success criteria</b>	<b>Lead person</b>	<b>Accessibility Planning code</b>
<p>-Availability of written material in alternative formats if requested e.g. school prospectus, school newsletters</p>	<p>-The school to investigate services available for converting written information into alternative formats</p>	<p>-If needed, the school can provide written information in alternative formats e.g. symbols, large print, audio, Braille, different languages. School information available to all. School information published on website and updated regularly – website can be translated.</p>	<p>On going</p>	<p>-Delivery of information to pupils and parents improved</p>	<p>SENCo, Office manager</p>	<p>C, I  (No requests made to date)</p>
<p>- School moves towards an electronic method of communicating with parents</p>	<p>- Electronic communication methods are explored - Social media and school website to be used</p>	<p>- School has explored methods and is knowledgeable about best practice</p>	<p>On going</p>	<p>- School is able to move forward with electronic communication with parents</p>	<p>ICT team, SEN Team</p>	

## 2. Improving curriculum access.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Success criteria</b>	<b>Lead person</b>	<b>Accessibility Planning code</b>
<p>-Training for all staff who teach children who have hearing impairment, visual impairment, physical needs, medical needs.</p> <p>-In school disability awareness training (in class as well as larger scale)</p> <p>- All extra-curricular activities are planned to ensure they are accessible to all children</p> <p>- Classrooms are organised to promote the participation and independence of all pupils</p>	<p>-Staff attend appropriate training. Ongoing support from outside agencies.</p> <p>-Training provided for staff, pupils, parents, governors as appropriate. Covered as part of PSHE as well.</p> <p>- Review all out of school provision to ensure compliance -Access SEN specific events</p> <p>- Review layout of furniture and equipment to support learning. Use of visual timetables.</p>	<p>-All staff have a clear understanding of the needs of specific children and how to ensure the curriculum is fully accessible to them.</p> <p>- Whole school community aware of issues relating to access</p> <p>- All out of school activities will be conducted in an inclusive environment</p> <p>- Children have ready access to a range of resources to support their learning.</p>	<p>On going</p> <p>Annually (but also as need arises)</p> <p>On going</p> <p>On-going.</p>	<p>-Children are successfully included in all aspects of school life.</p> <p>- Access to all school activities for all children - More children from SEN register attending clubs.</p> <p>- Full access to Curriculum</p>	<p>Outside agencies (SS, PDSS, school nurse, specialist nurses) and SEN team</p> <p>Outside agencies (SS, PDSS, school nurse, specialist nurses) and SEN team</p> <p>SEN team, Learning mentors, PE team</p> <p>SEN team, leadership, all staff.</p>	C

<p>- Review TA deployment</p>	<p>- Outside agencies involved in audits          - Discussions held with Ta's so they are available to support children throughout the day (this may be different to their current timetable)          - Plan of action to cover staff absences and review resources to improve curriculum access.          - Timetabled interventions and provision maps</p>	<p>- Adult support is available during key times that children may need support eg. lunchtimes, playtimes</p>	<p>- Reviewed annually but also as needs arise.</p>	<p>- Children who need adult support to participate in activities have access to this support.</p>	<p>Leadership team and SEN team.</p>	
<p>- Provision of access to technology appropriate for students with SEND.</p>	<p>- Consult ICT specialists, special schools, outside agencies etc.          - Train staff on the use of relevant software and equipment          - Maintenance of equipment carried out as necessary</p>	<p>- Staff are more able to meet the requirements of the curriculum and the needs of pupils</p>	<p>- Reviewed annually but also as needs arise.</p>	<p>- Increased access to the Curriculum</p>	<p>Outside agencies (SS, PDSS, school nurse, specialist nurses) and SEN team</p>	

### 3. Improving physical access:

<b>Target and Location</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Success criteria</b>	<b>Lead person</b>	<b>Accessibility Planning code</b>
<p>- Ensure all children can access all parts of the site</p>	<p>- Regular audit of need as required e.g. installation and up-keep of Evac+Chairs</p>	<p>Children with physical difficulties will have as independent access as possible across the school site.</p>	<p>Audit completed annually – but also dealt with as needs arise.</p>	<p>Children using mobility aids move around school with increasing independence.</p>	<p>Outside agencies (SS, PDSS, school nurse, specialist nurses, etc) and SEN team</p>	<p>C, E</p>
<p>- Ensure sensory equipment is available as needed</p>	<p>- Regular maintenance of equipment</p>	<p>Providing opportunities for children with additional needs to access sensory experiences in a calm, safe environment.</p>	<p>- Annually but also as needs arise.</p>	<p>Targeted support provided for children with sensory difficulties.</p>	<p>SEN Team</p>	

### Evaluation Process

The impact on children's access will be assessed against the above targets. Feedback will be taken from children, parents, staff and outside agencies. Cost of implementation will also be discussed with Senior Leadership Team as part of our work on providing costings for children receiving Top- up Funding and providing value for money.