



# Accessibility Plan

<b>Responsibility for approval:</b>	<b>Governors</b>
<b>Policy agreed (date):</b>	<b>May 2025</b>
<b>Next review (date):</b>	<b>May 2028</b>

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## 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

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

*Clarendon Federation of Schools wishes to promote the inclusion of all and will do its best to provide access to the school facilities for all members of the school community. The School acknowledges that the building does not provide the accessibility of a modern facility but the staff are determined to find ways to provide as much access as is possible.*

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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
Increase access to the curriculum for pupils with a disability	<p>Our school 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.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p><b>SHORT TERM</b> To ensure that children are tracked against their own targets as well as against national standards to show the progress of every individual.</p> <p>To increase the quantity of resources that reflect the full range of diversity.</p> <p><b>MEDIUM TERM</b> To prepare staff for the challenges of teaching children with hearing or visual impairments.</p>	<p>SENCO to use individual targets to track progress at each AP.</p> <p>Research and purchase resources.</p> <p>Research and obtain relevant CPD/information for whole staff.</p>	<p>HT &amp; SENCO</p> <p>HT &amp; SENCO</p> <p>HT &amp; SENCO</p>	<p>July 2025</p> <p>July 2025</p> <p>July 2025</p>	<p>Data reflects progress against targets.</p> <p>Diversity reflected in teaching resources.</p> <p>Staff have an understanding of what they need in their practice to support children with these impairments.</p>

Improve and maintain access to the physical environment

The environment is adapted to the needs of pupils as required.

This includes:

- Ramps
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

See Audit below.

## **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 the 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

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of steps/changes of level	The school is built on a hill and there are changes of level between most sections of the school and no internal ramps or lifts.	Children to be taught in most accessible wing for their needs. Alternative routes around the school to be identified with the child and their families when registering for the school.	HT & SENCO	As required
Access to main school hall	There are steps to get into the school hall which do not allow some people direct access.	<ul style="list-style-type: none"> <li>• School to set up a signed route for people who cannot use the steps.</li> <li>• Quotes to be obtained for installing a ramp to make the hall more accessible.</li> <li>• Grant application to be made to the Army to see if help with cost could be found (after quotes obtained).</li> </ul>	HT & Site Manager	July 2025
Emergency escape routes	Not all routes are accessible for those with limited mobility or wheelchair users.	Ensure that any children who join the school with limited mobility or who use a wheelchair are taught in the current Year 1 wing which is the most accessible part of the school. Small changes to the external doors/adding portable ramps will allow for emergency escape routes to be used by all.	HT & SENCO	As required

Entrances	The external doors do not allow for access by those with limited mobility and particularly wheelchair users.	<ul style="list-style-type: none"> <li>• School to investigate powered door opener for external door.</li> <li>• Move the position of the intercom at the first, coded internal door to allow use by wheelchair users.</li> </ul>	HT & Site Manager	July 2026
Ramps	Small lips at each door provide potential hazards or an impedence to access.	School to investigate portable ramps to overcome this obstacle.	HT & Site Manager	September 2025
Toilets	Not all wings have accessible toilets.	<ul style="list-style-type: none"> <li>• Using the current Year 1 wing for children with limited mobility will allow access to the main accessible toilet located off the main hall.</li> <li>• If a parent/carer/visitor with limited mobility needs access this will be arranged to suit their individual situation.</li> </ul>	HT & SENCO	As required
Internal signage	There is presently no signage that would support people with visual impairment.	School to investigate braille signage – where is it needed? What job is it required to do within school? Aimed at children or adults?	HT & Site Manager	July 2027