

Clewer Green CE Aided First School

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Headteacher: Mr M Tinsley



'Inspiring Children'

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

'I can do all things through him who strengthens me'

Philippians 4:13

ACCESSIBILITY PLAN

AIM

Our aim, in line with our distinctively Christian values, is for every child, to have the support that they need, and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

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

Legislation and guidance

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.

The purpose and direction of the school's plan: vision and values

At Clewer Green First School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Clewer Green First School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ children who need support to learn English as an additional language;
- ❑ children with SEND;
- ❑ gifted and talented children;
- ❑ children who are vulnerable;

Increase access to the curriculum for pupils with a disability

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

Improve the delivery of information to pupils with a disability

Our school use a range of communication methods to ensure information is accessible.

This includes:

- Large print resources
- Induction loops

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Old Building – Foundation Stage, Year 1 and Year 2 Classrooms	The Old Building is accessed via a ramp from the front playground. The ramp and step is marked with a fence. Those in wheelchairs wishing to exit the old building via the front reception should make themselves known to the office who will support them to leave through the security doors. There is the provision of a disabled toilet in this part of the building.
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	<p>All classrooms have either flat or ramped entrance and exits.</p> <p>Corridors are wide enough for wheelchairs to be used and all fire doors are double doors.</p> <p>The Computing Suite is accessed via steps. Provision will be made for children with any disability to conduct Computing lessons via a lap-top.</p> <p>The Foundation Stage play area is accessed via ramped entrances and exits.</p>
Extension to Old Building – Year 2 and Year 3 Classrooms and Studio Hall	<p>The upstairs classrooms are only accessible via stairs, but the school will always ensure that a suitable classroom is used to accommodate any disabilities.</p> <p>There is the provision of a disabled toilet in this part of the building.</p> <p>Corridors are wide enough for wheelchairs to be used and all fire doors are double doors.</p>
New Building – Year 3 and 4 Classrooms and Hall	<p>Access between the two buildings is one level between wide doors.</p> <p>There is the provision of a disabled toilet in this part of the building. Access is via the internal security door. Parents/pupils will need to be escorted by a member of staff with the necessary fob.</p> <p>Corridors are wide enough for wheelchairs to be used and all fire doors are double doors.</p>
Hall	<p>Main entrances are flat allowing for easy wheel chair access. Double doors provide access to the outside playground.</p> <p>Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.</p>
Playground	<p>Available for all pupils. Access is available without the need to use steps.</p>

Field Area	Available for all pupils.
Parking	There is parking available in the staff car park at the rear of the school, with one designated disabled space. Wheel chair bound staff can access the school building with their fob via the side car park security gate. Wheel chair bound pupils can park outside the front of the school if displaying the appropriate badge.

Where improvements to accessibility could be made these have been highlighted in the Health & Safety Walk round and have been fed into the School Development Plan. Please refer to the most up-to-date version of the school's SDP for further information.

Evacuation Procedures

The school's Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out by the 1-2-1 teaching assistant or class teacher in the Personal Emergency Evacuation Plan (PEEP) for the pupil.

Staff personal emergency evacuation plans will be set out by members of SLT.

Links with other policies

The accessibility plan is linked to the following policies

- Health and safety policy
- Risk assessment document
- School development plan

Revised: October 2019

Review date: October 2020

_____ Date _____

Rev Rosie Webb, Chair of Governors