

Accessibility plan



Clarendon School
A place of learning for everyone

Approved by: Local Governing Body **Date:** January 2023

Last reviewed on:

Next review due by: January 2026

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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 School is a school for pupils with learning difficulties and additional complex needs, and we are committed to improving pupil independence and reducing barriers to learning by ensuring an accessible environment for all.

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. As part of the Auriga Academy Trust, we employ our own occupational therapists who are able to provide advice and support on improving accessibility. In addition, the physiotherapist we commission through the local authority is also able to provide support.

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, governors and Trustees.

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.

This policy complies with our funding agreement and articles of association.

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>Increase access to the curriculum for pupils with a disability</p>	<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>Teacher assessments and standardised testing show evidence of good progress</p> <p>Continue to review the curriculum to ensure it meets the needs of all.</p>	<p>Termly moderation and monitoring</p> <p>Termly monitoring</p>	<p>Headteacher</p> <p>Headteacher, Heads of Centres and Assistant Heads</p>		<p>All groups of pupils make similarly good progress</p> <p>Curriculum is broad and rich for all pupils</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes: At the Primary Centre:</p> <ul style="list-style-type: none"> ● Step free access to all areas ● Disabled parking bays ● Specialist furniture for pupils with disabilities ● Fully equipped sensory room ● Wide corridors and classroom doors ● Hygiene room ● Accessible toilets with alarms <p>At the Secondary Centre:</p> <ul style="list-style-type: none"> ● Lift ● Step free access to all areas ● Specialist furniture for pupils with disabilities ● Fully DDA compliant, height adjustable facilities in classrooms and specialist teaching areas 	<p>No hoist at present.</p>	<p>Annual maintenance</p> <p>Install if required Ongoing maintenance</p> <p>Annual service</p> <p>Ongoing maintenance and staff training</p> <p>Ongoing maintenance</p>	<p>Site Manager</p> <p>Site Manager Site Manager</p> <p>Facilities Manager</p> <p>Facilities Manager</p> <p>Facilities Manager</p>		<p>Hoist available if required</p>
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	<ul style="list-style-type: none"> • Sensory room • Wide corridors and classroom doors • Hygiene room with hoist • Accessible toilets on each floor with alarms • Automated doors at main entrance and to playground • Fire refuge points in each stairwell with specialist fire evacuation chairs <p>At the Gateway Centre</p> <ul style="list-style-type: none"> • Disabled parking bays • Accessible toilets and changing facilities 		<p>6 monthly service</p> <p>6 monthly service</p> <p>Ongoing maintenance</p> <p>Ensure staff training maintained, weekly testing of fire alarm and refuge points</p>	<p>Facilities Manager</p> <p>Facilities Manager</p> <p>Facilities Manager</p> <p>Facilities Manager, on-staff trainers</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Colour coding 					

	<ul style="list-style-type: none">• Large print resources• Induction loops• Pictorial or symbolic representations					
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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 Local Governing Body of Clarendon School

5. Links with other policies

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

- Risk assessment documents
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys (secondary only)	Three storey building	Ensure stairs are kept clean, tidy and free of obstruction at all times	Site Managers/ Caretakers	Ongoing
Corridor access	Corridors are wide with space for wheelchair users	None		
Lifts (secondary only)	Maintenance plan in place - annual servicing	Ensure regular inspection/maintenance	Facilities Manager	Ongoing
Parking bays	Disabled parking and minibus parking bays marked on Secondary and Gateway sites	Consider marking minibus bay at Primary site	Headteacher	Ongoing
Entrances	Automatic front doors (Secondary only). All sites have a secure line.	Ensure regular maintenance	Facilities Manager	Ongoing
Ramps	None	None		
Toilets	All sites have sufficient accessible toilets and alarms	Ensure regular service	Site Manager/ Caretakers	Ongoing
Reception area	Accessible to wheelchair users	None		
Internal signage (secondary only)	Large signs in place, colour coded by floor	None		
Emergency escape routes	Fire Evacuation plan in place	Weekly testing of system/ regular maintenance	Facilities Manager/caretaker	Ongoing