

Accessibility Plan 2025-2026

Author	Ceri Little
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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ✚ not to treat disabled pupils less favourably for a reason related to their disability;
- ✚ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ✚ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ✚ increasing the extent to which disabled pupils can participate in the school curriculum;
- ✚ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ✚ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 nondisabled 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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Links with other policies

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

- 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
- Safeguarding Policy
- Behaviour Policy



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

At Clee Hill Community Academy, we are always working constantly towards removing any barriers to achievement, in all areas of school life and within the wider community, in order to help pupils achieve their potential. As a result, our academy will make every reasonable effort to ensure equality and the removal of barriers for all pupils, parents, staff, governors and visitors, regardless of disability so that our children can access the high-quality education they deserve.

Information from pupil data and school audit

The school's use of information and data to support the school's accessibility plan are:

- ✚ To utilise the existing school databases (Arbor, SEND register, provision maps etc) in order to plan and adapt provision.
- ✚ To ensure all information above is accessible to staff, outside agencies and governors.
- ✚ To consult with pupils, parents and outside agencies to agree adequate provision for individual pupil's needs.
- ✚ To consult with pre-school providers, primary schools or specialist schools to ascertain advance information on the needs of future intake.

Views of those consulted during the development of the plan

The school will:

- ✚ Consult widely with all staff, pupils and parents to incorporate all views on the daily provision.
- ✚ Consult with Local Authority advisors and outside agencies for specific cases or when opportunities for changes in the physical building occur.

Main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

The school will prioritise improvements for increasing access to the curriculum by:

- ✚ Continuing to encourage high expectations among staff and pupils and provide additional provision to allow all pupils to reach their full potential.
- ✚ Using specialist agencies (e.g. Speech and Language, Educational Psychologists, Behaviour support, Occupational Therapists, Guide dog UK, Sensory Inclusion Service, Play Therapists etc) to investigate and extend opportunities.
- ✚ To provide training and professional development for all staff in order to meet the needs of students.
- ✚ To develop an ethos and systems for peer support.
- ✚ To consider resourcing of curriculum areas in order to increase access.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school will continue to evaluate its physical environment in order to increase the extent to which disabled pupils can take advantage of educational opportunities. The School's current accessibility action plan (see Appendix 1) details current priorities. Additionally, when new buildings or refurbishments are planned access for disabled pupils and staff will be considered.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school will provide information in a variety of formats in order to support those with disability e.g. Braille, audio, large print, CD versions etc. In examples where language barriers may prevent pupils or parents from accessing information translators or local community linguists will be used in order to provide information in meetings or other contact points.



Making it happen

Management, coordination and implementation

- ✚ The Headteacher will raise awareness of the requirements of the DDA for staff, pupils and visitors, especially the revised categories covered by the Act in relation to the needs of SEN students.
- ✚ The Headteacher, Governors and staff will continue to re-evaluate the extent of the provision required both generally and for individuals.
- ✚ Findings and areas for development will be linked to the School Development plan.

Getting hold of the school's plan

This plan will be made available to parents, pupils and staff through the school website.



Accessibility Plan (March 2025- March 2026)

Aim	Current Good Practice	Actions to be taken	Person responsible	Date to complete action	Impact
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • We use resources tailored to the needs of pupils who require support and adaptations to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • 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 • Termly parental liaison to review and plan provision • Children with asthma/medical conditions are known to all staff and inhalers and records are kept in the classroom or with medication in the office. All medical information is collated on Medical Tracker and Administration of Medication procedures followed. 	<ul style="list-style-type: none"> • Curriculum resources to include examples of people with disabilities • Staff and SenCo to cyclically review the needs of pupils. • Training courses to meet student need as appropriate • Liaison with parents to raise issues which may affect and support pupils and their families. (support from PACC/ Shropshire SEND Audit) • Purchase of specialised equipment as necessary. • Adaption of assessment techniques (incl braille phonics assessment) as necessary. • Continuing to encourage high expectations for quality first teaching including any specific SEN support • Continue aim for all children to access trips and make adaptations to enable this. 	<p>Headteacher SENCo All staff</p>	<p>Varies dependent on each individual case</p>	<p>Liaison with outside agencies - very positive comments from various agencies on the inclusive culture of the school.</p> <p>SEN report shared with governors/ SENCO attended meeting with Governors.</p> <p>CPD/ training to meet specific needs (hearing impairment; attachment, visual impairment)</p> <p>Provision mapping and one-page profiles showing clear interventions and impact</p> <p>SENCO liaisons with outside agencies ensure that knowledge of pupil's needs is good and addressed well in provision mapping.</p>
<p>Improve and maintain access to the</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p>	<p>Any physical changes to the school environment should take account of children with disabilities</p>	<p>Headteacher Trust Estates</p>	<p>As necessary To</p>	<p>All pupils can access all areas of the school.</p>



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<p>physical environment</p>	<ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets • Trip hazards reviewed for child with visual impairment • PEEPs reviewed with appropriate agencies 	<p>To respond to any individual needs that pose themselves to the school. To audit physical changes needed to meet the needs of any pupils within the school All purchases and repair to take into account the needs of all children.</p>	<p>Manager Trust Business Manager</p>	<p>complete before any children with new needs join the school</p>	<p>Pathway from school playground around the back of the school to improve access to playground.</p> <p>Wheelchair training for a pupil with a physical disability</p> <p>Classroom/ school reviews (annually) for a pupil with a visual impairment.</p> <p>Adjustments to buildings, floor and wall markings, furniture, hand rails, ramps etc following audits from outside agencies</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 • Large print resources • Pictorial or symbolic representations • Other formats, where possible, as requested ie braille 	<p>To actively seek communication information upon entry (incl liaison with previous settings). Parents know that alternative formats are available to them To use LEA advice services for alternative formats To use internet language services e.g. for our website</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>Communication with families is a strength - see stakeholder feedback.</p>

1. Access to the School Curriculum



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Target and Strategies	Monitored by:	Implemented by:	Impact
<p>As SEN or disabled needs emerge, to continue to raise the level of awareness and knowledge through contact with specialists and opportunities for professional dialogue/ on-site training.</p> <ul style="list-style-type: none"> • Training courses as appropriate • Liaising with specialist services. • SEND meetings with SENCO to raise awareness • Purchasing of specialised equipment as necessary • Adaptation of assessment techniques as necessary • Effective provision maps/ one-page profiles 	HT	SENCO and staff to review the needs of individual pupils	<p>Examples of work</p> <p>Staff working alongside outside agencies to provide good provision for pupils.</p> <p>Outside agencies praising staff / school on the provision provided for pupils</p> <p>Equipment adapted to involve all pupils</p>
<p>Increase opportunities for parents to support their children</p> <p>More opportunities for parents to come into contact with school e.g. SENCO information mornings, parent workshops</p> <p>Parent workshops/ packs sent home to parents</p> <p>Information shared at parent's evening to include attainment, progress and targets for each child.</p>	Heads report to governors will list enrichment opportunities including parental workshops.	Yearly plan will identify a range of opportunities for parents to work with their children	<p>Examples of work</p> <p>Opportunities for parents to be involved in their child's education through parent workshops/ regular communication through Class Dojo</p> <p>Website - 'support your child section'</p> <p>Parents are informed about their child's progress - reports/ class dojo points/ messaging service for parents to staff and</p>



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<p>Termly reports sent home (digitally)</p> <p>Parental support documents published on school website.</p> <p>Positive home/ school links through email, website links, EYLOG and class dojo</p>			<p>vice versa. Now all in one place on Arbor.</p> <p>Positive evaluations from parental questionnaires</p> <p>Actions addressing any issues picked up quickly</p>
<p>Making adjustments to pupil allocation to classes</p> <p>Children with SEND/ more able to make good progress / access learning at an appropriate level by making adjustments to class allocation</p> <p>SEND case studies to show progress</p>	<p>Education Welfare Officer</p>	<p>Headteacher</p>	<p>Examples of work</p> <p>Adaptations to pupil allocation in classes will ensure that pupil's needs are met.</p> <p>Adequate training for staff through advice from outside agencies to ensure that pupil's needs are met (ie Attachment training, guide dog UK etc)</p>
<p>Ensuring a smooth transition to ensure that pupils do not dip when transitioning into/ out of school</p> <p>Opportunities to meet with the school staff prior to transition/ embracing opportunities for regular access into school life in new setting</p> <p>Additional transition program for some pupils</p>	<p>SENCO LAC coordinator Class teachers</p>	<p>Headteacher</p>	<p>Examples of work</p> <p>Successful transition for children into secondary school.</p> <p>Successful transition into school from Nursery settings.</p> <p>Additional transition sessions for secondary school placements for pupils with SEND ran online.</p> <p>Onsite Nursery - increased opportunities for pupils to access school setting for smooth transition into Year R. (6 week transition program)</p>



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			Positive transition experiences with special schools. TAs able to visit and support with transition.
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2. Community Cohesion

Target and Strategies	Monitored by:	Implemented by:	IMPACT
<p>To ensure that pupils have a wide range of experience of different ages, cultures and disabilities</p> <p>Visits to a wide range of places including different places of worship, links with other schools etc.</p> <p>Opportunities/links with the community including the local churches, pensioner parties, community days, residential homes etc</p> <p>Enrichment activities from community visitors including community remembrance service, community coronation celebrations, open the book, air ambulance, bikeability, road safety etc.</p> <p>Links with sponsored child from Action aid (funded by the tuck shop)</p>	<p>Governors (special events listed in the termly Heads Report to Governors)</p>	<p>Year groups</p>	<p>Examples of work</p> <p>Links with local agencies</p> <p>Through a creative curriculum, pupils will have a wide range of experiences including different ages, cultures and disabilities</p> <p>Visits including a range of different places of worship (published to governors each term)</p> <p>Any racist incidents will be reported and action taken to address these issues by the headteacher.</p> <p>Volunteer Readers - members of the community supporting the school by hearing readers.</p>



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<p>Any racist issues reported to governors and how the school has addressed issues</p> <p>Clear anti-bullying policy and children's charter with a focus on celebrating differences</p> <p>Focus on Cultural capital in the EYFS and reflect of ways to improve practice.</p>			<p>Community days - members of the community invited into school for improvement work.</p>
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3. Vulnerable groups

Target and Strategies	Monitored by:	Implemented by:	IMPACT
<p>To ensure that both boys and girls make good progress and areas of improvement are actioned quickly</p> <p>Both academic and emotional/ sports links etc.</p>	<p>Governors and Headteacher to monitor progress and attainment with regard to identifying gender inequality</p>	<p>Head teacher</p>	<p>Examples of work</p> <p>Staff and governors will be aware of differences for gender groups and will have considered the implications of this. Also consideration to support pupils who identify as other gender groups such as non-binary or identify as the opposite gender</p> <p>School uniform - acceptance of one uniform and not a gender specific uniform.</p> <p>Focus of PE plan supporting PE for all.</p>



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<p>To ensure that LAC pupils make good progress and suitable provision is put in place to ensure this PEP Meetings will look at ways of supporting the children and accessing additional funds and services</p>	<p>HT report to Governors</p>	<p>Head teacher</p>	<p>Examples of work Up to date training for LAC lead PEP meetings Circle of adults meetings for vulnerable LAC pupils PLP - personalised learning plans where required and supported by EWO/ SENCO/ LAC lead/ HT Weekly welfare check reports.</p>
<p>To ensure that pupils on the SEND register make good progress and suitable provision is put in place to ensure this For the Special Needs Register to be very clear about the specific needs of each child and the support they are receiving Monitor progress for SEND through the school (understanding the variation for the different individual needs of the child) Monitor attendance and behaviour for SEND Clear targets on provision maps and progress tracked through evidence and photographs.</p>			<p>Examples of work All children with SEND have a clearly identified need on the register. SENCO aims for the early identification of SEND, offers support and advice and monitor progress of groups of children. Provision maps show progress through photo evidence and SMART targets Attendance monitored.</p>