



CLARE COMMUNITY
PRIMARY SCHOOL

Clare Community Primary School Accessibility Plan 2021-24

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date for completion
Ensure the school curriculum is fully accessible to all pupils including those with a disability	Use of visual timetables Additional aids available e.g. pencil grips, coloured overlays Specialist agencies visit regularly to support staff & pupils e.g. OTs, DOT	Identify and address training needs of staff to understand and meet the needs of disabled pupils or pupils with SEND	Training to be put in place when needed For example ELSA and possible Thrive training explored to support wellbeing needs Medical training for children with specific medical needs	Head Curriculum leaders Class teachers SENDCO	Reviewed at the end of each year in preparation for new academic year Next review July 2022 for implementation September 2022
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible	Advice sought from specialist advisors where relevant Statements and EHCP are used to create individual programmes of study	Children with disabilities access school trips, special events, afterschool clubs etc Children with EHCPs have access to the support they require EHCPs are regularly reviewed and staff input is sought for these	Ensure staff are aware of the content of EHCPs and that targets are reviewed regularly Ensure recommendations of EHCPs are put in place	SENDCO Head	Termly

		Any child needing and EHCP is noted	Clear timetable to needs and when to apply Clear understanding of the evidence required to ensure that applications run smoothly Risk Assessments Risk Assessments to ensure access to educational visits prior to visit		
Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning		Revisit Statement annually, share progress / outcomes with all staff Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.	Inclusion Statement, policy and practice permeates all aspects of the life and work of the school. Inclusion Statement is reflected in all policy documentation.	SLT	Ongoing – revisit at least yearly with staff
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	School has an ethos of being tidy, clear desks, organised resources, clutter free and visually stimulating	Consider the impact of an overly stimulating or visually overwhelming environment on pupils with SEND particular ASD and ADHD	Displays in classrooms to be engaging and consider displays in classes with additional needs confining displays mostly to shades of blue with lettering in one single colour. Spaces and	SLT	To revisit termly and address during learning walk feedback To discuss summer term 2022 for planning for the new academic year

			places for pupils with ADHD/ ASD to be available where they can feel calm and safe when needed.		
Ensure that provision plans exist for all students who have medical and physical conditions which potentially could impact on their learning	<p>Pupils with medical needs have a clear record of their needs and share this with staff.</p> <p>For those pupils with specific requirements ensure HCPs are in place and monitored/updated in partnership with parents and carers. Seek support from medical advisors where appropriate,</p>		<p>To introduce an improved system for some HCPs with a clearer list of instructions on what to do in the case of an emergency.</p> <p>SENDCO, Admin and Head to meet in September each year to discuss medical needs and admin to update Head and Sendco when new needs arise.</p> <p>Admin staff to have a clear understanding of the plans and systems and to update these regularly. To have a timetable for what needs updating when in the office.</p>	Office staff SENDCO Head	September each year Ongoing throughout the year

<p>To promote a `dyslexia-friendly classroom` approach throughout the school;</p>	<p>Staff have had some training and the SENDCO has run some staff meetings.</p>	<p>Consistent strategies used throughout EYFS, KS1 and KS2 All staff to have a good understanding of some barriers associated with dyslexia All children with suspected dyslexia to have used the GDS screening tool</p>	<p>Specific training for all staff from Dyslexia support team In-house staff training Monitoring by SENDCO and SEND Governor</p>	<p>Head SENDCO</p>	<p>January 2021</p>
<p>Through regular site walks, governors are aware of potential hazards and risk management for site regarding those with disabilities or access issues</p>	<p>Premises Committee formed Premises Report to Governors once a term</p>	<p>Governors have a rag rating of work to be done to make the site more manageable</p>	<p>Lead Governor setting agenda and running regular meetings and site visits Report makes clear actions needing to be carried out in the future and imminently</p>	<p>LGB Site Manager Premises committee Head</p>	<p>Each term</p>
<p>To ensure that disabled parents/carers have every opportunity to be involved</p>		<p>To ensure that disabled parents do not feel discriminated against and are encouraged to take part in all school activities</p>	<p>Adopt a pro-active approach to identify the access needs of parents with a disability: • Utilise disabled parking space • Arrange for RNID interpreters for hearing-impaired parents • Offer</p>	<p>Head SLT LGB Site team Admin staff</p>	<p>Ongoing and as the need arises</p>

			telephone call home to help parents with visual impairments Offer support to parents who have limited reading and writing skills and offer alternative forms of communication for them		
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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