



**CLARENDON PRIMARY SCHOOL**  
*Together we shine*



# Accessibility Plan

Reviewed:	Sum 2026
Agreed (FGB):	Sum 2026
Next Review Due:	Sum 2029

**Headteacher:**  
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At Clarendon Primary School, we are committed to an inclusive curriculum where children are treated fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

The purpose of the plan is to:

- Increase the extent to which disabled children can participate in the school's curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Audit of existing achievements and provision**

1. Curriculum
  - Established procedures for the identification and support of children with Special Educational Needs
  - Information gathered on future children from home visits to allow advanced planning- including children due to start in the foundation stage and those transferring from other schools
  - Regular home/school liaison and meetings, where appropriate, as part of the Early Help process
  - Detailed child information given to all relevant staff and kept in class context files
  - Curriculum differentiated by task, level of support and outcome

- Strong links with external agencies e.g. physical, sensory, learning and behaviour
  - Specialist equipment available to support specific needs- e.g walking frames, writing slopes, scissors, cutlery, pencil grips, overlays, I-pads
  - Special arrangements made for children taking part in tests e.g. extra time applied for, enlarged scripts, adult readers, coloured scripts
  - Children and parents involved in setting targets each term
2. Physical Environment-
- Level access to all external doors, which allows wheelchair access to the ground floor
  - Automatic door at main entrance
  - Lift access to first floor
  - Wheelchair height reception window to main office
  - Three disabled parking bays in school car park
  - Disabled toilet facilities with a changing bed/ shower available on the ground floor in the Hygiene suite
  - Ambulant toilet facilities are found on both the ground and first floor.
  - Refuge areas are identified at two points on the first floor with call points to the school office
  - Audible / Visible fire alarm
  - Emergency lighting
  - Hearing impairment Loop system is available through school
  - Carpets in all classrooms to improve acoustics
  - Contrasting stair treads on both sets of stairs
3. Information
- One to one explanations with children and parents
  - Use of bilingual support staff to give oral translations
  - School website contains all school information for parents which can be translated
  - Use of a lip- speaker for parents with hearing impairment during parent / teacher meetings

The plan will be made available on the school website. 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.

## Curriculum Accessibility

Aim	Activity	Resources	Who	Timescale	Success criteria	Monitored by
Increase the extent to which children can participate in the school's curriculum	Specific training in teaching children with ASD, PD, HI, VI, cognitive disorders SALT	Staff development budget	Identified staff	On going	Staff confident to support children	Leadership Team
Setting suitable learning targets	Learning differentiated in pace, style and content- regular home/school liaison. Provision maps for those on SEND reg.	Support services	All teaching staff and support staff, lunch time supervisors	On going	Children achieve their learning targets	Assessment Lead / SENCO
Responding to children diverse needs and overcoming potential barriers to learning and assessment	Enhanced pastoral support - regular home/school liaison – regular monitoring by relevant support service.	CPOMs	Individual children and their families	On going	Children happy in school and making progress	SENCO / Learning Mentor
All educational visits to be accessible to all (and activities – swimming, bike-ability etc)	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness	Risk Assessments from venue	Evolve Co-ordinator / staff	Every trip / activity	All children in school able to access all educational visits and take part in a range of activities	Leadership team / Governors

## Physical Accessibility

Aim	Activity	Resources	Who	Timescale	Success criteria	Monitored by
Progressive planned improvements to the physical environment of the school to improve accessibility	Classroom environment clearly labelled and organised	School budget	All users of building	Ongoing	All children have access to all class resources and facilities	Leadership team/ Governors
	Provide suitable height- adjustable furniture	School budget	Children/ staff who require height – adjustable furniture	When necessary	Appropriate furniture in place	SENCO/ Leadership team/ Governors
Ensure all disabled children/ adults can be safely evacuated	Check the height & effectiveness of the door release buttons. Can a wheelchair user reach all the buttons & do they know where they are?		Wheelchair users	Annual check	Wheelchair users can reach all door release buttons	Leadership team/ Governors
	Ensure that Personal Emergency Evacuation plans (PEEP) are in place for all children with difficulties		SENCO	As required	All disabled children and staff working alongside are safe in the event of an evacuation	Leadership team / Governors
All children are able to move safely around school despite any disability	Children who are unable to move safely around school are Risk Assessed and provided with support, this could be use of the lift (crutches, wheelchair users etc)				All children are able to safely move around school, both inside and outside	Leadership team

## Provision of Information

Aim	Activity	Resources	Who	Timescale	Success criteria	Monitored by
<p>Improve the delivery to disabled children and parents of information which is provided in writing and orally for children who are not disabled</p>	<p>Improved provision of information- large print versions, electronic versions. Ensure Prospectus is available on website</p> <p>Access to specialist advice- sign language, lip reading</p> <p>Identify providers of translations</p>	<p>Advice from relevant support services</p>	<p>Children, Staff and parents with disability</p> <p>For HI parents/ visitors</p> <p>For parents/ children who have EAL</p>	<p>On going</p> <p>When necessary</p> <p>When necessary</p>	<p>Children, Staff and parents able to access information in different forms</p> <p>HI parents/ visitors have full access to information from school</p> <p>Parents with EAL are able to participate in discussions</p>	<p>Leadership team/ SENCO</p> <p>Leadership team/ SENCO</p> <p>Leadership team/ SENCO</p>