

Clifton-upon-Dunsmore C of E Primary School



Accessibility Plan

2026 – 2029

'The spiritual, moral, social and cultural education of pupils permeates all the school does'
(Ofsted March 2015)

The ethos of learning at Clifton is centred on our Christian beliefs. Within this context, the school aims to provide a happy, stimulating and attractive environment through which children can endeavour to achieve the highest standards attainable because they know they are valued and accepted as God's children.

With this in mind, they are encouraged to develop confidence, self-esteem, enquiring minds, self-respect, to show initiative and become independent learners. We foster a spirit of co-operation, courtesy and a caring attitude towards others, and pupils are encouraged to accept responsibility for their own actions.

The Clifton curriculum enables children to have rich and varied experiences that develop their spirituality and sense of self, while allowing for the maximum development of intellectual, physical and creative ability. Children are encouraged to use their God-given talents and skills to think logically and develop their problem solving and investigational skills.

The Governors encourage and support all staff in order to allow them to give their best and work together in the delivery of the curriculum. We value the links between our school, Church and local community and continually aim to strengthen and develop them.

We believe that with the careful practice of these aims every member of our school will develop a willingness and desire to learn, work and enjoy school life to the full.

With regard to meeting the needs of all learners, the school is driven by the National Curriculum Inclusion statement:

'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious'.

Introduction

Clifton-upon-Dunsmore C of E Primary School is committed to ensuring that disabled pupils, staff, parents, carers and visitors are able to take full part in the life of the school.

Our duties towards disabled people are set out in the Equality Act 2010. The Act replaced the Disability Discrimination Act 1995 and the disability provisions of the Special Educational Needs and Disability Act 2001, both of which have been repealed. A person is disabled for the purposes of the Act if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the Equality Act 2010 the governing body must:

- not discriminate against, harass or victimise disabled pupils in admissions, in the education and in the benefits, facilities and services it provides, or in exclusions (section 85);
- make reasonable adjustments, including the provision of auxiliary aids and services, so that disabled pupils are not placed at a substantial disadvantage compared with pupils who are not disabled (section 20 and Schedule 13);
- comply with the Public Sector Equality Duty (section 149) by having due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.

The Public Sector Equality Duty replaced the former Disability Equality Duty. Schools are no longer required to publish a separate Disability Equality Scheme. How the school meets the Public Sector Equality Duty, including the publication of equality information and equality objectives, is set out in the school's Equality and Diversity Policy.

Schedule 10 to the Equality Act 2010 additionally requires the governing body to prepare and implement a written accessibility plan. The plan must set out how, over time, the school will:

- increase the extent to which disabled pupils can participate in the school's curriculum;
- improve the physical environment of the school so as to increase the extent to which disabled pupils are able to take advantage of the education and the benefits, facilities and services it provides;
- improve the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled.

The plan must be resourced, implemented and kept under review, and revised where necessary. The governing body has adopted a three-year planning cycle, with progress reported annually to the Resources Committee. This plan covers the period from September 2026 to August 2029. The action plan at Appendix A sets out how the school will address the priorities identified.

This plan is published on the school website in accordance with the Department for Education's guidance on what maintained schools must publish online.

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **Headteacher and Senior Leadership Team**
- **SENDCo**
- **SEND Governor**
- **Chair of the Resources Sub-Committee**

Lead member of staff: Lisa Bernard, Headteacher

Supporting staff: Julie Neale, SENDCo

Link governor: Danielle Barnes, SEND Governor

Principles of the Plan

Clifton-upon-Dunsmore C of E Primary School's Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, the DBE, and through consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

Clifton-upon-Dunsmore C of E Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy, and is similarly published on the school website. The aim is always to fulfil our responsibilities under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and ensure full compliance with that duty.

The principle purpose of our Accessibility Plan is to show how access will be improved for disabled pupils, staff and visitors within a given timeframe. The school will try to anticipate the need to make reasonable adjustments to accommodate needs where practicable. The Accessibility Plan contains relevant and timely actions to address three key areas:-

- ✓ Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary so that disabled pupils are prepared for adult life as effectively as pupils who are not disabled;
- ✓ Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. Where necessary, this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- ✓ Improve the delivery of written information to pupils, staff, parents and visitors with disabilities, ensuring that information can be made available in various preferred formats within a reasonable timeframe.

A school that fails to address these three areas is in breach of its duties under the Equality Act 2010.

The school's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. This covers both teaching and learning and the wider curriculum of the school such as participation in after-school clubs, enrichment or cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may be needed to assist these pupils in accessing the curriculum.

The SENDCo will lead on developing whole school training that recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Governors at Clifton-upon-Dunsmore take responsibility for auditing the physical accessibility of the school environment. Due to budget constraints, it may not be feasible to undertake all of the works that the school has identified during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. However, action will be taken wherever possible should an unforeseen need arise within the timeframe covered by this plan, for example an unforeseen disability caused by an accident, or a child admitted to the school with needs the site cannot currently meet. A full accessibility audit will be undertaken before the end of the period covered by this plan to inform its successor.

This Accessibility Plan should be read in conjunction with other school policies, strategies and documents, including, but not limited to:

- Special Educational Needs and Disabilities Policy and SEN Information Report
- Equality and Diversity Policy
- Child Protection and Safeguarding Policy
- Staff Behaviour (Code of Conduct) Policy

- Behaviour Policy
- Health and Safety Policy
- Teaching and Learning Policy
- Complaints Policy
- School Development Plan

Approved by the governing body on: _____

Signed: _____ Date: _____
Mrs L. Bernard, Headteacher

Signed: _____ Date: _____
Mr. R Allan, Chair of Governors

Version: 1.0

Annual progress report to Resources Committee:

Summer 2027:

Summer 2028:

Appendix A: Accessibility Action Plan 2026-2029

The actions below address the three strands required by Schedule 10 to the Equality Act 2010. Progress is reviewed by the Resources Committee annually. Actions are scheduled across three years, but where a need arises unexpectedly the school will respond within a reasonable timeframe rather than waiting for the scheduled year.

Key to leads: HT (Headteacher), DHT (Deputy Headteacher), SENDCo, SBM (School Business Manager), SM (Site Manager), GB (Governing Body).

Strand 1 - Curriculum Access

Action	Intended outcome	Lead	Timescale	Resourcing	Success criteria
Audit curriculum access for pupils with SEND and disability across all subjects, including PE, swimming, computing and practical science.	Barriers to participation are identified rather than assumed.	SENDCo	Autumn 2026	SENDCo release time	Written audit completed and reported to Resources Committee.
Review participation rates in extra-curricular clubs, trips and residential by SEND and disability status.	No pupil is excluded from wider curriculum opportunities by reason of disability.	DHT	Spring 2027, then annually	Existing monitoring systems	Participation data reported annually; any gap has a named action.
Whole-staff training on adaptive teaching and reasonable adjustments in the classroom.	Staff understand the anticipatory nature of the reasonable adjustments duty.	SENDCo	Summer 2027	PD Time provided	Staff survey shows increased confidence; adjustments visible in learning walks.
Review the provision of auxiliary aids and equipment against current pupil need.	Pupils have the specialist equipment they need to access learning.	SENDCo	Annually, Summer term	SEND budget	Equipment register maintained and reviewed each year.
Ensure trip and residential risk assessments explicitly address access for disabled pupils at the planning stage.	Access is designed in, not addressed retrospectively.	DHT	Spring 2027	Revision to existing proforma	Trip proforma includes an access section; sampled assessments show it completed.
Review access arrangements for statutory assessment against pupils' normal way of working.	Pupils receive the arrangements they are entitled to.	SENDCo	Autumn, annually	Existing systems	Arrangements agreed and evidenced for every eligible pupil.

Strand 2 – Physical Environment

Action	Intended outcome	Lead	Timescale	Resourcing	Success criteria
Review level access to all entrances, and to all teaching spaces, the hall and outdoor learning areas.	Disabled pupils, staff and visitors can reach every part of the school used for education.	SM	Spring 2027	Capital budget	Any step-only access route has a documented alternative or a costed remedy.
Fit blue sleeves to grab rails in both accessible toilets to improve visual contrast, and confirm annually that turning circles remain clear and emergency pull cords reachable to floor level.	Intimate care and toileting needs can be met with dignity, and facilities remain usable by pupils and visitors with a visual impairment.	SBM	Autumn 2026, then annually	Minor works budget	Sleeves fitted; annual check recorded. Both accessible toilets confirmed to have a clear turning circle and accessible pull cords.
Review visual contrast on step edges, door frames, handrails and glazing.	Pupils and visitors with a visual impairment can navigate the site safely.	SM	Summer 2027	Minor works budget	Contrast marking in place on all identified hazards.
Review signage across the site for clarity, height and use of symbols.	Visitors and pupils with limited literacy or a visual impairment can find their way independently.	SM	Spring 2028	Minor works budget	Signage scheme implemented.
Confirm the designated accessible bay is kept clear throughout the day, and direct users to the level route to reception. Assess whether the camber on the alternative path can be reduced.	Disabled parents, staff and visitors can park and reach reception safely and independently.	SBM	Summer 2027	Minor works budget; capital budget if resurfacing required	Accessible bay marked and kept clear. Step-free route via dropped kerbs signed from the bay to reception. Camber on the second route assessed and either remedied or documented as an accepted limitation.
Ensure a Personal Emergency Evacuation Plan is in place for every pupil, member of staff or regular visitor who needs one.	Everyone can be evacuated safely.	SBM	Autumn 2026, then on admission	Staff time	PEEPs in place and tested during fire drills; reviewed each term.
Review access to outdoor areas, including the playground, field and any outdoor learning space.	Disabled pupils can take part in play, sport and outdoor learning.	SM	Summer 2028	Capital budget	Access routes to all outdoor areas confirmed or improvements scheduled.

Strand 3 – Access to Information

Action	Intended outcome	Lead	Timescale	Resourcing	Success criteria
Publish a clear statement on the school website explaining how parents and carers can request information in an alternative format and how long this will take.	Families know the offer exists and how to use it.	DHT	Autumn 2026	Website time	Statement published and linked from the website footer.
Publish a website accessibility statement using the GOV.UK model wording, and review it annually.	The school meets its duties under the 2018 Accessibility Regulations for content relating to essential online administrative functions.	DHT	Autumn 2026, then annually	Website time	Statement published as an HTML page; review date recorded.
Record communication and format preferences at admission and when needs change.	Adjustments are made routinely rather than on request.	SBM	Spring 2027	Admission form revision	Preference field added to admission process; data held on MIS.
Review standard letters and newsletters for plain language, font, size and layout.	Written communication is readable by parents with a visual impairment, dyslexia or limited literacy.	DHT	Summer 2027	Staff time	House style agreed and applied to all standard communications.
Publicise the translation routes already available to families: the translation tools built into the school website and ClassDojo, and translation of letters and correspondence on request at the office.	Families can access information about their child's education.	HT	Spring 2027	Existing systems; office staff time	Routes set out on the website and in the admission pack. Requests logged and met.
Ensure documents published on the website are provided in accessible formats, with accessible alternatives available on request where a document cannot be made fully accessible.	Published information is usable by all parents and carers.	DHT	Ongoing from Autumn 2026	Staff time	Documents published since September 2026 meet accessibility standards.