CLAYTON ST JOHN CofE PRIMARY

ACCESSIBILITY PLAN

Ratified by Governors:	04/02/2025	Signed Headteacher: Mrs G Emsley Full Governing Body
Next Review Date:	Spring Term 2027	

Safeguarding Statement of Intent

At Clayton St John CofE Primary we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Clayton St John CofE. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also work to ensure that our pupils are aware of Online Safety and who to talk to if they feel vulnerable or scared.

Vision Statement

'Growing together in God's Love'

Rooted deeply in God's love, we flourish as individuals and as a community.
Within a nurturing environment, we develop curiosity, creativity and a love of learning.
We learn and grow when things go well and things go wrong. In all we do we hope to be the best we can be.

Ephesians 3 v 16 and Jeremiah 17 v 7 & 8

Statement of Intent

At Clayton St John CofE Primary we strive to ensure that our pupils are safeguarded against any form of harm. We ensure that our staff are trained appropriately, can identify signs of abuse and follow policy and procedures for reporting concerns, disclosures and allegations.

Our Vision

At Clayton St John CofE Primary we pride ourselves on developing a positive ethos built on the foundations of the Christian faith. This ethos is based on the following Values and principles that, as stakeholders, we all aim to uphold:

RESPECT

R: Resilience - To take risks and be confident to have a go and not give up when mistakes are made.

E: Encouragement - We are motivated by our family, friends and teachers and rejoice in God's love.

S: Security - The love, care and responsibility we are given make us feel safe at school.

P: Pride - Achieving individual goals and successes to be the best we can be.

E: Empathy - The ability to understand and share the feelings of others.

C: Collaboration - Working together we respect our differences and listen to each other.

T: Trust - With faith in God's love and each other, we can live the life we want to live.

Legislation and guidance

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

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

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students.

Involvement and Consultation

The Clayton St John CofE Primary School Accessibility Plan has been drawn up based upon information supplied by BDAT Trust, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan has been reviewed and updated in January 2025 in line with Equality Objectives.

Accessibility

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the BDAT Trust will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are 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.

Clayton St John CofE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- ✓ increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- ✓ improve access to the **physical environment** of the school, adding specialist facilities as 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; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ✓ Curriculum Policy
- ✓ BDAT Equality & Diversity Policy
- ✓ BDAT Professional Development Policy
- ✓ BDAT ICARE Values
- ✓ Health & Safety Policy (including off-site safety)
- ✓ Special Educational Needs & Disabilities Policy
- ✓ Behaviour Support Policy
- ✓ Critical Incident Plan
- ✓ School Vision Statement

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during

the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed.
The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
The School's complaints procedure covers the Accessibility Plan.
The Accessibility Plan will be published on the school website.
The Accessibility Plan will be monitored through the Governor Body.

The school will work in partnership with BDAT Trust and the Diocese of Bradford in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Clayton St John CofE Primary School Accessibility Plan 2025-2027:

TARGET	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	• Our school offers an scaffolded curriculum for all pupils. • We adapt learning to meet the needs of pupils who require additional support to access the curriculum. • Bespoke provisions are available for identified pupils with significant communication and interaction needs and social, emotional and mental health needs • Curriculum progress is tracked for all pupils, including those with a disability. • SMART 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. • CPD developed to further up skill all staff on the needs of our pupils.	• On-going support for teachers on adapting and scaffolding the curriculum. Curriculum resources include examples of people with disabilities. • On-going dialogue with parents. • Referrals to external agencies for further support and advice.	• CPD planned throughout the school year. • Staff to attend training opportunities from external agencies including play therapist, speech and language therapist and the SCIL team. • Staff to attend additional training provided by BDAT. • Outreach support from Park Aspire to develop bespoke curriculum for pupils with significant needs. • 'FunMove' Bradford project to be utilsed to support pupils gross and fine motor needs. • Continual monitoring of books, learning environments and lessons with the support of the SCIL team to monitor, analysis and review the curriculum.	SENDCO HT / DHT	On-going	All pupils able to access curriculum in full.

TARGET	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This includes: • Ramps at entrances. • Stair lift. • Corridor width. • Disabled parking bays. • Disabled toilets and changing facilities. • Emergency and evacuation procedures (PEEPs).	• Library shelves at wheelchair-accessible height.	Annual review, and as new children join the school throughout the year.	HT/ ABL / SENDCO	On-going	All pupils able to access facilities in full.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage. • Large print resources. • Coloured overlays / books / paper. • WIDGIT online resources for visual displays. • MAKATON delivered throughout school.	• On-going dialogue with parents. • All pupils to have a method of communication that supports their needs and understanding of information.	• Annual review, and as new children join the school throughout the year.	SENDco	On-going	All pupils able to access information in full.

TARGET	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure that staff training is reviewed to take account of current pupils' needs.	Training undertaken by staff includes: • Identification of and teaching children with additional needs. • Training for all staff in teaching children with a visual impairment. • Priority areas of need identified on the LLS audit annually to ensure current needs are being address through staff training. • New staff complete induction with SENDCO to address any missed CPD.	• Staff training undertaken and reflecting pupils' needs.	• Annual review, and as new children join the school throughout the year. • On-going monitoring. • Staff training questionnaire. • LLS audit completed	SENDco	On-going – Summer 2 2025	All staff trained to meet specific pupils' needs.
Improve and maintain access to extra-curricular activities.	• All extra-curricular activities are planned to ensure they are accessible to all children.	• Educational visits accessible. • Extra-curricular activities accessible.	• Annual review, and as new children join the school throughout the year.	HT/ EVC	On-going	All pupils able to access activities in full.