



# ACCESSIBILITY PLAN 2023

## Clifford Holroyde SEN School

At Clifford Holroyde SEN School we are committed to an inclusive curriculum and to increasing the access to the school's facilities for all by:-

- Increasing the extent to which ALL pupils can participate in the school's curriculum.
- Improving the physical environment of the school.

Approved by Chair of Governors: David  
Cadwallader

Summer 2023

To be reviewed: Autumn 2025

The Equality Act 2010 and the SEN and Disability Act 2001 cover education and state that each establishment is required to have an accessibility plan in place. Therefore, the Governing Body has three key duties in challenging schools aim:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for ALL pupils in the two areas required by the planning duties, by:

- increasing the extent to which ALL 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### Definition of Disability

The Equality Act 2010 defines disability as:

*“A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”.*

## Audit of existing achievement/provision

### 1. Physical

- The school is on two levels, second floor inaccessible for wheelchairs.
- The building has numerous disabled access ramps, but no lifts between floors.
- Floor coverings to all areas are suitable for wheelchair use with low thresholds.
- Audible fire alarm.
- Classroom areas carpeted (in part) to improve acoustics.
- Blinds / curtains fitted to all areas to improve vision.
- Toilets inaccessible for wheelchairs.
- Two quiet rooms / and a therapy room are available for pupils to access.
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### 2. Curriculum

- Curriculum is adapted / differentiated by support, tasks, outcomes and qualifications.
- Liaison with external services and agencies (physical, sensory, learning, behaviour, medical, health, Social Care)
- Detailed pupil EHCP information is given to all staff and regularly updated.
- Special arrangements for exams where necessary.
- Specialist resources / staff available to support specific needs / specific curriculum areas.
- Regular meetings / contact with parents – daily, weekly, half termly, termly and annually.

## School Priorities

### Priority 1

#### Increasing the extent to which ALL pupils can participate in the school curriculum.

All pupils have EHCP in place for SEMH additional needs. Our pupils need access to both the ‘formal taught’ curriculum of the school, but also to “informal implied” activities and life skills delivered throughout the schoolday and beyond the classroom. Both will be regularly assessed to identify barriers to participation and to enable the necessary adjustments to be made.

It is considered that the current approaches in place ensure appropriate curriculum access for the current school population. However, we intend to continue developing these approaches and thereby improve overall provision. Should new pupils be admitted, their individual needs will be considered and addressed.

<u>Target</u>	<u>Actions Needed</u>	<u>Responsibility</u>	<u>Time Scale</u>	<u>Resources</u>	<u>Success Criteria</u>	<u>Monitoring and evaluation of overall effectiveness</u>
To increase the extent to which ALL pupils participate in the curriculum.	CPD, Perf Man, Curr reviews, Work scrutiny, identify barriers, pupil voice, surveys, student council, Line Management, adaptive teaching, HNF applications, Careers Prog, College visits Clevertouch facilities and training.	ALL relevant and appropriate staff members	Daily, lesson by lesson.	Time, funding, training courses, funding, specific resources.	Improvement in lesson delivery and pupil participation and engagement with learning.	Lesson observations Performance Management Assessment and progress targets / outcomes. SEF SDP

## Priority 2

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

All refurbishment and new building ideas will be undertaken with the intention of improving access for ALL pupils, staff and visitors. Consideration will also be given to how different impairments have specific requirements and can be best catered for within the school environment.

<u>Target</u>	<u>Action Needed</u>	<u>Responsibility</u>	<u>Time Scale</u>	<u>Resources</u>	<u>Success Criteria</u>	<u>Monitoring and evaluation of overall effectiveness</u>
Improve the physical environment of the school to increase education.	Increase access to outside space / learning, Funding bids, professional advice, Off site learning, community links, survey of building, Links with LA, Full conditional survey, site access review, one way system, road markings / signs, warning, improvements to lighting and toilet facilities, Main entrance, shower / changing facilities,	HT, SLT, Governors, LA.	To be reviewed half termly	Meetings, time, LA funding, Dfe funding,	Pupils to access a higher quality of curriculum via more appropriate resources.  Pupils to access a broader curriculum.	Feedback from stakeholders.  Surveys,  Building plans,

**Signed:**

**Chair of the Governors – Dave Cadwallader**

**Date:**

**July 2023**

**Signed:**

**Headteacher – Ian Griffiths**

**Date:**

**July 2023**