



# ST CLEMENT'S HIGH SCHOOL

## Accessibility Policy

**Approved by:** [Headteacher]

**Reviewed on:** [April 2024]

**Review due by:** [April 2027]

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## 1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. St Clement's High School is arranged in single storey buildings, this provides a physical advantage for students with mobility concerns.

The plan will be made available online on the school website, and paper copies are available upon request.

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 most notably the support available from the West Norfolk Academy Trust.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff, students and Governors.

## 2. Legislation and Guidance

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

This policy complies with our funding agreement and articles of association.

### 3. Action Plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for pupils with a disability</b>	Students with a disability have an Educational Health Care Plan. These plans are reviewed annually and include guidance to staff on how resources may need to be adapted to suit the child's needs.	Maintain use of EHCPs in school as required. Including application for a new EHCPs as required.	Check all students for need, review EHCPs annually.	CCH [SEND/CO]	Ongoing	EHCPs are in place where appropriate and successfully reviewed. Students are well supported.
	Coloured overlays and coloured page exercise book are to be provided for students with a diagnosis from an optometrist within 12 months.	Ensure students continued to be monitored for visual stress and provide appropriate resources.	Provide appropriate advice for parents and offer overlays and books as required.	CCH [SEND/CO]	Ongoing	Students experiencing visual stress are provided with the resources they need and the stress is reduced.
	Curriculum progress is tracked for all students including those with disabilities.	Ensure progress by all students is tracked in all subjects.	Complete annual subject tests and provide appropriate intervention as needed.	Subject Leaders	Annual progress check	Students show progression through increased knowledge.
	The curriculum is reviewed by the school subject leaders working alongside their counterparts in the other Trust schools to ensure it meets the need of all students.	Ensure the curriculum in each subject is appropriate for all students	Complete regular checks on the curriculum offer to ensure students are appropriately challenged and learning appropriate content.	Subject Leaders	Annual review of curriculum	The curriculum is appropriate for all students.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Improve and maintain access to the physical environment</b></p> <p><i>[Note: All classrooms have wheelchair access. The school is laid out on a single floor and paving levels have been set to allow easy ingress at each entrance.]</i></p>	Ramps are fitted to emergency exit doors where necessary. Lab5, Room 18 and the mobile classroom Room 28.	Ensure access ramps are well maintained	Keep ramps free from debris such as leaves.	Site Manager	Daily Check	Ramps remain safely accessible.
	The school has three accessibility toilets. One of these is comparatively small and is fitted with hand rails. The further two are large enough to be accessed by wheelchair and includes a hoist.	Ensure access routes to these toilets are kept clear so students with reduced mobility can maintain access.	Avoid barriers such as tables or laptop trolleys being placed in these areas.	All staff	Regular observation	Toilets remain accessible by wheelchairs and students on crutches.
	A disabled parking space is located close to the main school entrance. A dropped curb allows easy access from this space to reception.	Ensure this route is kept clear and accessible in poor weather	In ice to this route snow apply grit.	Site Manager	Daily check during periods of bad weather.	Route into school remains accessible.
	The Food Technology Room is equipped with a rise and fall sink and hob to allow access for a student in a wheelchair.	Ensure these facilities remain in good order throughout periods of infrequent use.	Carryout regular checks on these facilities so they are effective if required.	Design and Technology Technician.	Weekly checks	Both accessible sink and hob are available for use when required.
	The IT rooms have computers at fixed lower desks to allow easy access for wheelchair users.	Improve easy access to students who use wheel chairs.	Install raise a fall desks in each of the three IT rooms.	Headteacher	When funding allows	Comfortable computer access is more easily available.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Improve the delivery of information to pupils with a disability</b></p> <p><i>[Note: We recognise that students with specific needs may require information to be presented in alternative forms. The needs of individual students are assessed by our SEND team and appropriate alternative versions of information are provided. This may include large print versions of the school map or TA support. Many staff have experience of using induction loop systems to deliver lessons to students with hearing impairment]</i></p>	<p>The school library has a large print books section. The school subscribe to the RNI book share app which enables students with visual impairment to access any book with an ISBN number using an ipad. The text can then be set at an appropriate size and colour.</p>	<p>Ensure appropriate access to large print books.</p>	<p>Monitor need and make appropriate arrangements for students as required.</p>	<p>Librarians</p>	<p>On-going by librarians</p>	<p>Students suffering visual impairment are able to access the library resources as required.</p>
	<p>Some internal signs include pictorial or symbolic representations.</p>	<p>Internal signage is updated to include pictorial or symbolic representations as appropriate.</p>	<p>An audit of school signage is completed to consider how pictorial or symbolic representations might be included to aid students with English as an additional language or those with a visual impairment.</p>	<p>Student council under the direction of the Head of Citizenship</p>	<p>Audit completed by July 2024</p>	<p>Pictorial or symbolic signage installed where needed by September 2024.</p>

#### **4. Monitoring Arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body.

#### **5. Links with Other Policies**

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

## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				