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| **Clore** **Shalom** **School**  Hugo Gryn Way, Shenley Hertfordshire WD7 9BL  Tel: 01923 855631 Fax: 01923 853722 | | | | |
| **Clore Shalom School**  **School Policy for:**  **Accessibility Plan** | | | | |
| **Version date:** Spring 2025 | | **Review date:** Spring 2028 | | |
| **Responsibility:** HCC / Carly Lax | | **Monitoring:** Governors | | |
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| **Headteacher’s signature:** |  | | **Date:** | January 2025 |
| **Chair of Governor’s signature** |  | | **Date:** | January 2025 |

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

Clore Shalom 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.

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.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including visitors, pupils, parents, staff and governors of the school.

# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

A Current Situation

1. Emergency services

* Access to the school from the main road (Shenleybury) either through bridle path, as far as the bollards or up Farm Close.
* Identified difficulty at opening times eg 8.15am, has been overcome by setting up a one-way drive through system.
* Closing time, usually 3.15pm – 3.30pm – emergency vehicles advised to use bridle path access.

2. Physical Access to the premises for disabled adults and pupils

* All entrances are ramped.
* All exterior doors push to open and have 2 opening doors.
* All emergency exits and the direction to them are clearly identified.
* Most interior doors are wide enough for a standard wheelchair.
* Disabled toilets on ground floor, both in main building and early years building.
* 1 Shower incorporated in Early Years unit.
* All classes can be taught on ground floor and all members of teaching and administration staff can work entirely on ground floor.
* Building and grounds regularly inspected for easy access and unobstructed evacuation routes – especially stairways, hallways and doorways.
* Risk assessment carried out regularly with H & S Governor and HCC.
* Extra-curricular activities – After School Clubs, School trips, School Journeys – Risk assessments carried out and special provision made if necessary.
* Grounds – no steps once past the front door, adequate supervision levels in school policies to provide safety round trip hazards, pond, allotments.
* Contractors and workmen – proactive support for any persons with impairments or disabilities.

1. Transport – arrival and collection of pupils including parking

* Priority parking in labelled bays for Blue Badge holders and any others who request.
* Advice given on access during peak times.
* Flexible arrangements for arrivals and departures

1. Teaching and the curriculum

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| Question | Response |
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | Yes – further training would be provided for any arising disabilities. |
| Are your classrooms optimally organised for disabled pupils? | Access routes kept under constant review |
| Do lessons provide opportunities for all pupils to achieve? | Careful tracking of planning and progress, especially for vulnerable pupils |
| Are lessons responsive to pupil diversity? | Gender, learning styles, any impairments taken into account when planning and creating resources |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | Yes – support given when needed |
| Are all pupils encouraged to take part in music, drama and physical activities? | Yes – all participate, reasonable adaptations made where appropriate. |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | Practical equipment provided for many lessons |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education? | Yes – strategic seating in assemblies to see the boards |
| Do you provide access to computer technology appropriate for students with disabilities? | Yes |
| Are school visits made accessible to all pupils irrespective of attainment or impairment? | Yes – arrangements in place for those with severe food allergies. |
| Are there high expectations of all pupils? | Yes |
| Do staff seek to remove all barriers to learning and participation? | Yes |
| Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils? | Yes |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | Yes – complete access to the ground floor and no reason to need to go upstairs. |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | Yes – regular reminders go to parents about parking safely. |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? | Yes – visual components to be included if needed. |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? | No |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? | All clear |
| Are areas to which pupils should have access well lit? | Yes |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment? | Yes – have been in the past and will be done if appropriate. |
| Is furniture and equipment selected, adjusted and located appropriately? | Yes |

**B. Planning for improvement**

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|  | Targets | Strategies | Outcome | Time frame | Goalsachieved |
| Curriculum | | | | | |
| Short **Term** | All staff to be aware of the need for school to be accessible, physically and through the curriculum | Briefing, discussion | Staff with positive attitudes to creating good access for all | Recap termly | Yes |
|  | The school will ensure that school visits will be made accessible to all pupils irrespective of attainment or impairment subject to funding available for extra staff | Extra funding will be sought to allow additional adult support to accompany disabled pupils on school visits. This would be an essential element if such visits were to take place.  All visits to be recorded using evolve where they will be approved by the off-site visit co-ordinator. | As the need arises all children will be able to take part in all school visits subject to adequate funding. | Ongoing | Yes |
|  | The school will provide alternative ways for pupils to access the curriculum in the event of a short term medical issue i.e. broken limb. | ICT equipment could be used for pupils who cannot write. Location of lessons altered should access be a difficulty. | Staff will accommodate the needs of all pupils and they will be able to access all aspects of the curriculum | On-going / when necessary |  |
| MediumTerm | School – teaching, premises and admin to be ready to make appropriate adaptations as identified. | As need identified, seek advice and implement | Environment and resource adaptations in place and staff trained to meet identified needs | As and when | Yes |
| LongTerm | Maintain current good physical provision and positive “can do” attitude to providing access for all | Set aside funding,  update audit/plan | Pupils and adults feel welcome and able to participate in all areas of school life. |  | Yes |
| **Physical Environment** | | | | | |
| Short Term | Identify needs of pupils with a disability. Organise classroom as appropriate, ensuring furniture is placed accordingly and resources are accessible. | Classroom organised and furniture brought/ loaned as appropriate. Furniture that need to be fitted and measured for will be done by trained professionals. | Pupils are not disadvantaged because of any classroom layout. | On-going/ when necessary |  |
|  | The school will continue to provide easy access around the school site [internally and externally] to make the use of the school building accessible to all users. | Marking a designated walk way through the car park and around the school. | All users of school will be able to find their way around the school safely | On-going / when necessary |  |
| Medium Term | Develop a better understanding of the issues children with visual impairment face at playtime | Specific training for staff on playground duty and as part of OPAL project. Speak to pupils about what they find difficult and need. | School will have a more detailed understanding of some of the difficulties faced by children with visual disability | Summer 2025 |  |
| Long Term | The school will continue to check and maintain the accessibility of the site | Annual health and safety walk with a member of SLT and governor. | The site will maintain at the current standard and areas of development will be identified and planned for | On-going/ yearly |  |
|  | Create 5 year plan to improve the school building, taking into account the needs of all uses and their disabilities. | Building work will be completed once planning and funding are in place. | The school will continue to improve its facilities to meet the needs of all | On-going |  |
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| **Accessible Information** | | | | | |
| Short Term | To ensure all written information is accessible to pupils with disabilities | Review termly to ensure that this is visible for pupils with a visual disability. Follow guidance from VI Team for pupils with visual disability. | All pupils will be able to access written information. | On-going / when necessary |  |
| Short Term | Teachers don’t have daily face to face communication with parents of children at the start of the day due to drive thru, or at the end of the day for children who attend clubs where daily information is needed to be shared. | Use home school link book or online doc to communicate | Teachers and parents are fully informed about individual children. | Summer 2025 |  |

# 4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by the DSL Carly Lax.

It will be approved by the 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
* SEND policy
* Supporting pupils with medical conditions policy