Clevedon School

Accessibility Plan

Date of last review: March 2023

Date of next review: March 2024

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1. Aims

Learning and Progress for all, regardless of need and supporting everyone.
At Clevedon School, our aim is for all learners to access a broad and balanced curriculum in a safe learning environment and there will be clarity of provision for them. All learners are valued and every child matters.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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.

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, 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 students, parents, staff and the local governing body.

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

2. Legislation and guidance

This plan has been created to meet 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.

3. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Attendance policy
- Anti-bullying policy
- North Somerset Local Offer
- Safeguarding policy
- Equality objectives – Statement of Intent
- SEND Policy

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice Include established practice and practice under development	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Clevedon School offers an adapted curriculum for all students through the delivery of quality first teaching and learning. Clevedon School use resources tailored to the needs of students who require support to access the curriculum. Support plans are shared with all staff via Class charts so that they are able to make adjustments and follow SEND strategies in order to meet students' needs.	Schemes of Learning to be regularly reviewed to take into account the needs of learners with additional needs. Deputy Headteacher for Curriculum and Assessment and Assistant Headteacher for Curriculum Delivery to lead the monitoring of accessible teaching in lessons and to work with Subject Co-ordinators and SENCo to ensure that all students have equitable access to learning. Schemes of Learning will be suitably adapted through the use of dyslexia friendly resources, pre and post teaching materials and by taking into account the needs of all students so that they have the literacy and numeracy skills available to access all areas of learning.	Deputy Headteacher for Curriculum and Assessment/ Assistant Headteacher for Curriculum Delivery / Subject Co-ordinators/ SENCo	Throughout the year from 2023 -2024 with a review during June / July 2023.	There will be evidence of adaptations to suit all learners in all lessons (evidenced in Instant Insights, SEND Insights and Book Looks), including high quality resources that all students are able to access. Learners with moderate or specific learning difficulties will have resources tailored to their individual needs. Learners with sensory impairments will have resources tailored to their needs, in consultation with the sensory support service.
	Progress is tracked for all students and Clevedon School has systems in place that allow	All teaching staff analyse data to measure the progress of all students and groups of students in	Deputy Headteacher for Curriculum and	Regular reviews and updating of data analysis	Groups of students are carefully targeted to ensure that their needs are being

	us to measure the achievement of different groups of students with a variety of different needs.	their teaching groups. Subject Co-ordinators have an overview of the progress of different groups of students in their curriculum area and use the data to ensure that all students are making at least good progress in their subject, regardless of their special educational need or disability.	Assessment/ Subject Co-ordinators	throughout the academic year. BRAG and RAME meetings (Raising Achievement Group)	met and appropriate interventions are put in place.
	Targets are set for all students and these are appropriately challenging but also carefully scaffolded so that students are given frequent opportunities to exceed expectations.	The progress of students on SEND Support and those with EHCPs is measured regularly and interventions are planned accordingly.	Deputy Headteacher for Curriculum and Assessment/ Assistant Headteacher for Curriculum Delivery / Subject Co-ordinators/SENCo	BRAG and RAME meetings (Raising Achievement Group) Curriculum team meetings Parents evening, SEN Support plan reviews and EHCP Annual Reviews throughout the academic year.	Students with learning needs are given appropriate support so that they make progress in line with targets and age-related expectations. Parents feel confident about the type of provision that is put in place for their children and they are involved in planning and supporting their child's progress. This is measured through parent voice.

	The curriculum is reviewed to ensure it meets the needs of all students	The suitability of courses offered, curriculum content and method of delivery to be reviewed regularly.	SLT and Subject Co-ordinators	Throughout the school year, depending on need and subject requirements.	All learners have access to a broad and balanced curriculum that is designed to ensure that their needs are met and that they are given the opportunities to make progress. The SEND department measure the success of this through through student voice.
Improve and maintain access	Whilst there is not wheelchair access to all of the school site, appropriate adjustments are made in the event of students acquiring short term physical disabilities. Students with short term physical disabilities are be given an Exit card enabling them extra time to commute across the school site. Where necessary, lessons are re-timetabled to ensure that they take place in more accessible, ground level areas of the school or areas that are accessible via the lifts.	Engage the Occupational Therapy Team to advise and support students with physical needs as necessary.	House Team, School nurse	When necessary.	A safety plan is carried out to ensure that there is appropriate short term provision in place for students with temporary physical needs.
Improve the delivery of information to students with a disability	Clevedon School uses a range of communication methods to ensure information is accessible. This includes: • Internal signage	Braille room numbers to be added to doors used by students with a sight impairment.	SLT, SENCo Site team, Teaching Staff, Specialist Inclusion Assistants	Reviewed throughout the school year. School Self Evaluation used	All resources and school signage is accessible to all students. Where this is not the case, appropriate structures are put into lessons (such as the use of

	• Large print resources • Dyslexia friendly resources • Braille Schemes of Learning and resources take into account the needs of students with Visual Impairments. Clevedon School also have visits and advice from the Sensory Support Service and Habilitation team who contribute to Support plans, EHCPS and give recommendations regarding the school environment for students with Hearing or Visual Impairments. This is made available to teaching staff through regular CPD, who adapt resources accordingly. There is regular communication with staff to ensure that they know which students have SEND and that they are able to plan and deliver suitable adjustments as well as scaffold work appropriately for their needs.			to review the suitability and accessibility of resources.	keywords) in order to ensure that students are not disadvantaged when accessing learning.

5. Monitoring arrangements (March 2023)

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

It will be approved by the Governing Body and the Headteacher

Feature	Description	Actions to be taken	Person responsible	Date to be completed by
Number of levels:	Main Building: • Tower block - three floors, stair access to all levels (lift to first floor only). • Student Support on the first floor, serviced by stairs and lift access. Evacuation chair available. • Maths block –internal stair access and an external metal emergency escape staircase. • Art Block – two floors serviced by stair access. • Science building – Two floors serviced by stairs and lift access • Sports Centre – two floors (stair access only)	Evaluation of accessibility to be assessed as student requirements change	Headteacher Site Manager	On going
Corridor access	There are several entrances to various buildings: • Reception and Hall – step and ramp access • Student Entrance – small step access • Sixth Form, Music and Drama – step and ramp access. • Dance – step access only • Science – automatic doors at the front and side of the building. • Exams hut – o large hut is serviced by a ramp at the main entrance and steps at the rear. o Small hut – steps access only	Evaluation of accessibility is assessed as student requirements change	Headteacher Site Manager	On going
Lifts	There are two lifts: • Main tower block – access to first and second floors only • Science block – access to upper floor.	Evaluation of accessibility is assessed as student requirements change	Headteacher Site Manager	On going

Parking bays	There are 5 disabled bays: • 2 bays at the front of the man building. • 1 bay adjacent to the Science block • 2 bays outside of the Sixth Form building.	Evaluation of accessibility is assessed as student requirements change	Headteacher Site Manager	On going
Entrances	• One gated main entrance on Valley Road • One gated pedestrian entrance • Pedestrian access via the far field limited access to school buildings during school hours.	No changes currently required	Headteacher Site Manager	N/A
Ramps	Ramps are located at: • Reception • Hall • Sixth Form, Music and Drama • Large exam hut • M13 &M4 • D&T block - accessed via D5 • Opposite D&T entrance • Xenia – ramp and step access • A mobile ramp is available from the site team and can be requested as required.	Evaluation of accessibility is assessed as student requirements change	Headteacher Site Manager	On going
Toilets	There are five designated disabled toilets: • Main corridor o Single cubicle o Unisex facilities • Science block o Single cubicle on ground and upper floors o Unisex facilities- ground floor • Outside the Health and Safety office (accessible via IT3 or a small flight of steps). • Sixth Form building. o Single cubicle o Unisex facilities	Evaluation of accessibility is assessed as student requirements change	Headteacher Site Manager	On going
Internal signage	• Appropriate signage is in place. • An annual Health and Safety Audit is completed by Delegated Services who advise the school if changes are required.	Evaluation of accessibility is assessed as student requirements change.	Site Manager	On going
Emergency evacuation Plans	• A fire drill is caried out at least three times a year. • PEEPS for students with EHCPs are under review and held in Student Support. They are	Evaluation of accessibility is assessed as student requirements change	Headteacher SENCO Site Manager	On going

	shared with the relevant staff; and added to student files. • Temporary incapacitation is assessed by the School Nurse. • An evacuation chair is located outside Student Support – we have five trained staff. • An external emergency evacuation metal staircase can be accessed via M8.			