ACCESSIBILITY POLICY AND PLAN

Policy applies from EYFS to Sixth Form and to all Staff	
Date policy reviewed:	13.11.2024
Date of next review:	20.09.2025
Version:	11.24 v1
Author:	Mrs Louise Brennan and Mrs Gabrielle Pilgrim

Version	Date	Paragraph	Material change	Approval
10.22 v1	01.10.2022	4	Updated to include reflections on the current access provided for physically disabled people and wheelchair users.	Mrs Louise Brennan and Mrs Gabrielle Pilgrim
		7	Updated to October 2022 and new sections inserted re. improving access to building and site.	
01.23 v1	06.01.2023	N/a	No material amendments.	Mrs Louise Brennan and Mrs Gabrielle Pilgrim
11.24 v1	13.11.2024	7	Three-year accessibility plan updated.	Mrs Louise Brennan and Mrs Gabrielle Pilgrim

Clifton High School is committed to safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Policies
- Admissions
- English as an Additional Language
- Enhanced Learning
- Equality, Diversity and Inclusion

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1.   Introduction

This Accessibility Plan intends to meet the requirements of the Disability and Discrimination Act 1995, the Special Educational Needs and Disability Act 2001 and Schedule 10 of the Equality Act 2001.

Clifton High School aims to offer the highest quality of teaching and learning and to support all pupils in the pursuit of academic and personal excellence. The School strives to ensure that each and every individual can take part in the whole school curriculum.

The School's Admissions Policy seeks to remove any barriers for students with special educational needs to enter Clifton High School. Regular reviews ensure steps are taken to improve the physical environment to allow for disability access.

Throughout this policy, the main aim is to recognise everyone's individual brilliance by celebrating the ways we are all different and allowing these differences to shine through. The School Ethos will celebrate the individual, in all the ways that we are different, and our Accessibility Plan allows pupils to be unique.

2.   Reasonable Adjustments

Reasonable adjustments do not include physical alteration to buildings or provision of specialist equipment to enable students to access the curriculum. However, the Accessibility Plan anticipates incremental improvements to both buildings and curriculum provision to provide better access for disabled students.

The purpose of this Accessibility Plan is to:
- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided; and
- Improve the availability of accessible information to disabled pupils.

3.   Access to the Curriculum

Clifton High School is committed to ensuring that the school curriculum is accessible for all pupils by:

- Adapting teaching to the strengths and needs of all pupils.
- Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

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- Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Allocating an annual Enhanced Learning Department (ELD) budget, specifically to address accessibility.
- Updating the School Development Plan when accessibility expenditure is made.

At Clifton High School the process is in place to:

- Identify early, through the use of data tracking and observations, those students needing additional support at classroom, subject and whole school level.
- Use a range of inclusive strategies (including use of ICT and introduction of iPads to Year 7 to Year 11) to promote access to the curriculum.
- To provide reasonable adjustment through access to additional iPad IT training to dyslexic learners, when appropriate.
- Assess pupils who require exam access arrangements and organise exam access arrangements in lines with the statutory guidance provided by JCQ.
- Ensure teaching and support staff are provided with opportunities for Professional Development to enhance curriculum and teaching provisions.
- Ensure parents and careers are informed of curriculum developments and changes.

Clifton High School will review individual needs are being met by monitoring access to the curriculum by the Head of Enhanced Learning.

4. Access to Buildings, Facilities, and the Environment

Clifton High School is committed to ensuring that the school environment is, as far as is possible given the nature of its old buildings, accessible for all pupils and staff who use it. The School will make reasonable adjustments necessary to the physical environment to ensure accessibility for disabled pupils and carrying out individual risk assessments for staff and pupils for temporary physical medical conditions.

The School has reflected on the current access provided for physically disabled people and wheelchair users. None of the School's current staff or pupils have accessibility requirements, and so the reflection has focused on visitors, current pupils and staff who suddenly have a change of circumstance and future pupils and staff. The current provision is the Main Hall, which is accessible to all. Pupils, staff, parents and visitors can come into this area for group and

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one to one meetings. Ongoing improvements are being made to improve the appearance of this entry point. If the School has a disabled pupil or member of staff, classes could be re-roomed to this area.

Clifton High School will endeavour to:

- Implement an ongoing improvement plan to ensure additional access is provided, as detailed below.
- Maintain current systems to support access to the environment e.g., handrails, sound systems in the Main Hall.
- Make reasonable adjustments when possible following advice and guidance provided by specialist agencies to ensure access for disabled pupils e.g., Sensory Support advising on necessary changes to support hearing impaired pupils and installing a sound field system in classrooms and choice of science laboratory according to lowest acoustic disturbance.
- Consider provision of some auxiliary aids to ensure disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled for access to the school's environment e.g., purchase of Reading Pens, Text to Speech software and coloured overlays for pupils with dyslexia and visual stress difficulties.
- Provision of intensive English language programme for those pupils for whom English is an Additional Language (EAL).
- Increase accessibility of curriculum material e.g., lesson summaries through access to software platforms such as Google Classroom and OneNote.
- Update the School Development Plan when accessibility expenditure is made.

Clifton High School will review individual needs are being met by monitoring access to the environment by the Head of Enhanced Learning.

5. Access to Information

Clifton High School is committed to ensuring that the information is accessible for all pupils and parents. The School will make reasonable adjustments necessary to the information created to ensure accessibility for disabled members of the school community by:

- Providing accessible information for disabled pupils and their parents.
- Using appropriate and identified forms of communication to disseminate information to parents/carers e.g., email, telephone, written communication.
- Updating the School Development Plan when accessibility expenditure is made.

Clifton High School will review individual needs are being met by monitoring access to information by Head of Enhanced Learning

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6. Evaluation

This is a rolling three-year plan which must be updated in line with any new legislation. The Governors will review accessibility initiatives and expenditure periodically.

7. Three Year Accessibility Plan

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Access to Buildings, Facilities, and the Environment

Target	Tasks	Timescales	Resource	Responsibility	Monitoring
Improve access to building and site	Phase 1 & Phase 2 Improve outside playground area and increase access for disabled pupils, staff, and parents by use of resin gravel paths across grass areas. Two colours of gravel were used to support the visually impaired and the area was levelled to provide easier access for wheelchair users. The play equipment was chosen to specifically give different options and the balance bars were positioned so that an adult can stand either side and give support. Colour on play equipment to aid the visually impaired. Phase 3 The new building 'The Annex' has been designed with accessibility in mind and has level access from the Pedestrian gates in The Mews directly into the main area. This will provide wheelchair access to this communal room.	Phase 1 Completed September 2021 Phase 2 completed August 2022 Completed January 2023	Phase 1 £200k Phase 2 £80k Total Project is over £1m	Estates and Operations Director	Estates and Operations Director, F&GP Committee, Full Council

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	Catering and hygiene facilities are also available on this level. If we had a disabled pupil therefore we could re-room classes to this area.				
Improve access to buildings and site	The new Sixth Form Centre is a listed building so changes allowed were limited, but there is access to a disabled ground floor toilet and lift. The colour of the door frames was chosen to have a minimum difference in light reflectance value (LRV) between two adjoining surfaces of 30 points to specifically support the visually impaired.	Phase 1 Completed September 2021		Estates and Operations Director	Estates and Operations Director, F&GP Committee, Full Council
Ensure inclusivity of the new Annex to the Sixth Form Centre	Ensure doorways are disability width Entrance to the Café area is compliant for wheelchair access The new building is a one storey and mezzanine building. The mezzanine is designed to be an overflow as all of the main facilities are on the ground floor and are therefore	Completed January 2023		Estates and Operations Director	Estates and Operations Director, F&GP Committee, Full Council

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	accessible for wheelchair users. Access to the Annex from the existing school site will be provided by including levelling of the surrounding ground area to aid access for wheelchair users				
Improve access to building and site	Renovate the current disabled access into the Main Hall	Completed Summer 2023	Additional signage, clearer differentiation of the various uses of this area.	Estates and Operations Director	
Improve access to building and site	Redesign the lift access into Sixth Form. This gives access to a classroom, a meeting room, hospitality facilities and a hygiene room. Junior and Senior classes could be re-roomed to this area.	Closed Summer 2024	Two contractors visited the building in 2023-24 to assess the space. Significant structural changes would have to be made and a new lift installed that would go round the corner from the conservatory into the quiet study room. This is possible but at significant cost, time and disruption. The new lift would take a lot of room restricting the amount of people who could use the	Estates and Operations Director	

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			quiet study area and therefore it was deemed not to be feasible to complete this work now. Schemes will remain on file should they be needed in the future.		
New Science area	The initial concept design includes accessible access to this area.	5 years	Awaiting funding		

Access to the curriculum					
Target	**Tasks**	**Timescales**	**Resource**	**Responsibility**	**Monitoring**
Increase access to multi-sensory learning through technology	Carry out audit of technologies across the school and within the ELD, followed by costing of interactive whiteboards for ELD and EAL classrooms

Software needed to give more access to specialist literacy and numeracy software | Consistently on the ELD agenda | ELD and IT budget and Applications to PA when appropriate | Senco, IT manager Finance Director | IT, Finance Director |

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