

Accessibility Plan

Clarity Independent School

**Bridge Barn Farm
Woodhill Road
Sandon
CM2 7SG**

Clarity Independent School is committed to safeguarding...

"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe."

Clarity Safeguarding Policy September 2025

This is version [7.1]

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Approved by: Debbie Hanson

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Aims

This Accessibility Policy pays due regard to the Equality Act 2010 and the Disability Equality Duty which was introduced into the Disability Discrimination Act (DDA) in 2005. It sets out:

- A general duty to promote disability equality.
- A requirement for schools to prepare and publish a disability equality scheme showing how they are meeting the general duty.

Our aims as a school are to:

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

During a review, an Accessibility Audit is conducted to identify potential barriers to access. A resulting Action Plan is then generated to list the actions and counter measures that will be implemented to address any identified barriers.

After approval by the Headteacher, this plan will be published on the school website and can be available as a paper copy upon request.

The school works in partnership with external professionals such as Occupational Therapists and Speech and Language Therapists who are qualified to advise on areas of the school or activities that require modification to make them more accessible according to the identified needs of the pupils on roll.

The school's Complaints Policy covers the procedures needed to raise a formal complaint if a person feels that they have concerns about accessibility in school.

School Vision and Values

As a special school primarily for children with moderate learning difficulties, Clarity Independent School is committed to ensuring equal treatment of all its pupils, employees, visitors and any others involved in the school community, with any form of disability. We will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. Discrimination of any kind against members of the school community will not be tolerated. In line with the Equality Act 2010, Clarity Independent School makes reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage.

The purpose of our disability equality scheme is to show how the school is meeting the duty to promote disability equality for disabled students, staff, parents and members of the public.

The Equality Act 2010 required us to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability – related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to consider people's disabilities, even when that involves more favourable treatment

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](#) and the Disability Discrimination Act 1995.

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](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition 'physical impairment' includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. The term 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness

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.

Accessibility Audit Information

Clarity Independent School caters for students aged 6 – 17 years old. It is located on the grounds of a farm in a rural setting. The school was established in 2019. The building comprises of a collection of single level buildings surrounding an asphalt playing area. To ensure accessibility between buildings, metal accessibility ramps are provided should a child's mobility require them.

The students that attend Clarity Independent School have a range of additional needs and therefore accessibility and suitability of the whole school site is regularly monitored to ensure it offers an inclusive learning environment for all students.

Provision is always planned in consideration of the needs stated on each pupil's EHCP and this is reflected by the environment of the pupils on roll. A new audit will be conducted every three years in preparation for a review of the school's Accessibility Plan. In addition to

the three-yearly cycle of audit reviews, when a new pupil that has needs different to the existing pupils on roll at Clarity is accepted, a new audit will be conducted with the advice of the NHS to review current practice and the environment.

An Action Plan will be generated to highlight changes necessary to occur to provide a suitable provision for the pupil. This would include training for staff about unfamiliar disabilities and the equipment and resources needed to support a pupil's academic and social development. This action would also occur if the needs of an existing pupil were to change during their education at Clarity Independent School.

Stakeholders

It is the responsibility of the Leadership Team to ensure that school development targets relating to accessibility are actualised through a process of monitoring. Curriculum leaders work with the Leadership Team to develop a curriculum that is accessible to all pupils on the roll. Information from documentation and adaptations for individuals by Class Teachers and Keyworkers, with the support of the Leadership Team, are made to support learning and emotional regulation.

Links to other documents

The Accessibility Plan is linked to the following policies and documents which are available on our website:

- Risk Assessment Policy
- Health and Safety Policy
- Health and Wellbeing Policy
- Equality Policy
- SEND Policy and SEND Report
- Complaints Policy
- Fire Safety Policy
- School Development Plan
- Accessibility Policy
- Accessibility Audit
- Asthma Policy

Action Plan (See Appendix 1)

The Action Plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Our main objectives to review and action as necessary are:

- 1) The accessibility of the curriculum

- 2) Improving the physical environment
- 3) Availability of information for disabled pupils

The accessibility of the curriculum including:

- Timetables
- Allocation of rooms
- Lesson planning to meet individual needs
- Staff deployment and training
- School trips and offsite learning
- Break and lunchtime provision
- Use of physical resources
- Specialist support and interventions

Improving the physical environment including:

- Accessibility to all areas accessed by all pupils
- Ensuring PEEP plans consider evacuation routes and resources such as ramps
- Toilet and washing facilities
- Recreation spaces and activities
- All new buildings will conform to necessary DDA requirements

Availability of information for disabled pupils including:

- Use of signage for safety and information
- Use of information to support learning such as visual representations, paper handouts and the use of ICT
- Communication systems within the school and between home and school

**Appendix 1: Action Plan resulting from Accessibility Audit.
(Last audit – December 2024 (as part of mid-term update of the 2023-6 Plan)).**

Aim	Objective	Action and by whom	Success criteria	Timescale
1) Compliance with the Equality Act 2010.	N/A	N/A	Centre remains compliant Staff training refresher 16.12.24.	N/A
2) Improving the physical environment.	Review of alarm systems for fire evacuation and other emergency procedures such as school lockdown.	Ensure current alarm systems are compliant and fit for purpose including alarm systems for lockdown procedures. (DH, SH, RC, BM) Ensure individual PEEP plans are updated to reflect current needs. (Keyworkers, RC)	Policies are regularly updated to inform practice. Staff are trained to meet the requirements of the policy and relevant certification is up to date and is accessible. PEEP plans are updated as necessary and as part of the termly One Plan Cycle.	Policies update as specified e.g. annually/bi-annually. Training is ongoing
	Improve car parking signage for visitors and staff.	Invest in signage to indicate visitors' car parking space. (DH, BM).	Clear signage of visitors' parking space. Documentation to be updated as necessary to reflect location change.	Jan 2025
	To clearly identify	Purchase and install nosings according to specified need. (DH,	All entrances, exits and nosings will be clearly marked	N/A

	entry/exit nosings.	BM, SH) (See Accessibility audit).	to prevent trip hazard.	
	To ensure current pupil and staff visual and auditory needs are being met in line with the Disability Discrimination Act 1995 and the Equality Act (2010)	Review of pupil and staff visual and auditory needs – one pupil with possible visual difficulty (awaiting parent NHS visual assessment)	Staff and parents on behalf of pupils will provide up-to-date information with medical documentation to confirm conditions.	Jan 2025 Upon each entry of new staff / pupils
3) Ensure setting is inclusive.		N/A		
4) Ensure curriculum is accessible.		N/A		
5) Ensure information, advice and guidance is accessible.	To update feedback from parents on information accessibility.	Website feedback questionnaire. (DH, RC)	Analysis of feedback and review of website where feedback suggests improvements.	March 2025

Monitoring and Evaluation.

This Accessibility Plan will be reviewed and updated as necessary within three years of this review as stated on the cover sheet.

Overall responsibility for **Clarity Independent School** rests with the Head Teacher:
Debbie Hanson.