

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 care-givers to keep children safe."

Clarity Safeguarding Policy September 2022

**This is version [5]
Version date: 9.12.22
Next review due: December 2025
Written by: Richard Clow
Approved by: Debbie Hanson**

Contents

| | |
|---|---|
| 1. Aims..... | 3 |
| 2. School vision and values..... | 3 |
| 3. Legislation and guidance..... | 4 |
| 4. Action Plan..... | 5 |
| 5. Accessibility Audit Information..... | 6 |
| 6. Stakeholders..... | 6 |
| 7. Links to other documents..... | 6 |
| 8. Monitoring and Evaluation..... | 7 |
| 9. Appendix 1 Action Plan..... | 8 |

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.

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 and any others involved in the school community, with any form of disability and 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](#).

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 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.

Definition of the terms:

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

Action Plan

As a relatively new school, leaders have paid constant attention to the arrangements and organisation of accommodation and use of classroom and other resources. The aim has been to ensure that accommodation best meets the needs of the children placed at the school in providing suitable and stimulating teaching environments. Furthermore, it has been an objective to create resources for all children geared to their individual needs, aspirations and interests. Due to the diversity of needs currently at the school and the potential for diversity within the student population in the future, the accessibility of the whole school site is constantly under review.

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

Necessary actions to meet the needs of the pupils and staff will be highlighted on the Accessibility Audit which can be viewed upon request. See Action Plan document in the **Appendix**.

Accessibility Audit Information

Clarity Independent School caters for students aged 6 – 16 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

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.

APPENDIX 1: Accessibility Plan Action Plan resulting from Accessibility Audit. (Last audit – 9.12.22).

| Aim | Objective | Action and by whom | Success criteria | Timescale |
|--|--|--|--|-----------|
| 4) The accessibility of the curriculum | No objectives after audit | | | |
| 5) Improving the physical environment | <ul style="list-style-type: none"> Review of lighting Improve signage for locations around school. Highlight nosings on step into building. | School Supporter and Senior Leadership Team to communicate, review audit findings and action as necessary. | <ul style="list-style-type: none"> Book a meeting to discuss objectives. Analyse audit. Check legislation. Check budget. Check relevant policies. Agree date and person to action. Record when actions have been completed. | July 2023 |
| 6) Availability of information for disabled pupils | <ul style="list-style-type: none"> To present the website in a family friendly way. | RC to generate a parent/carer questionnaire | <ul style="list-style-type: none"> Create questionnaire. Deploy questionnaire. Analyse responses. Make changes to website if necessary. Record when actions have been completed. | July 2023 |