



Cleves Primary School : Accessibility Plan

2024-2026

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Introduction

At Cleves Primary School, we are committed to providing an inclusive and accessible environment that embraces the diversity of our school community. This Accessibility Plan outlines our vision, objectives, and strategies to promote accessibility and inclusivity for all students, staff, parents, and visitors over the years 2023-2025.

Vision

Our vision is to create an accessible and inclusive learning environment that recognises and values the unique needs and abilities of each individual. We aim to remove barriers to access, celebrate diversity, and foster an atmosphere of respect, empathy, and understanding.

Objectives

Our overarching objectives for the years 2023-2025 are as follows:

1. Physical Access

Objective: Ensure that the physical environment of Cleves Primary School is accessible to all, including students and visitors with disabilities.

- Regularly assess and address physical barriers within the school premises.
- Maintain accessible entrances, pathways, and facilities.
- Provide specialized equipment and facilities to support students with disabilities.
- Create a welcoming environment for all, ensuring that everyone can move around the school independently.

2. Curriculum Access

Objective: Promote access to a diverse and inclusive curriculum that caters to the needs of all students, regardless of their abilities or backgrounds.

- Develop personalized learning plans to meet the unique needs of each student.
- Provide accessible learning materials and resources.
- Train staff in inclusive teaching practices to support diverse learning styles.
- Encourage participation in extracurricular activities, ensuring they are accessible to all.

3. Communication and Information

Objective: Ensure that all information and communication within the school are accessible to everyone, regardless of their sensory or communication needs.

- Offer information in various formats, including braille, large print, and digital formats.
- Implement communication aids, such as sign language and alternative communication systems.
- Train staff in effective communication strategies for students with diverse communication needs.
- Foster transparent communication channels with parents and caregivers.

4. Staff Training and Development

Objective: Equip our staff with the knowledge and skills necessary to support an inclusive and accessible learning environment.

- Provide ongoing training and professional development opportunities.
- Promote awareness of diverse needs, including those related to disabilities.
- Encourage staff collaboration and sharing of best practices in inclusion.

5. Parent and Community Engagement

Objective: Involve parents, caregivers, and the wider community in promoting accessibility and inclusion.

- Partner with parents to create Individualised Education Plans (IEPs) for students with disabilities.
- Organise workshops and support groups to empower parents in understanding and supporting their child's unique needs.
- Collaborate with local organisations and initiatives that promote inclusion and accessibility in our community.

6. Review and Monitoring

This Accessibility Plan will be reviewed annually to ensure its alignment with the evolving needs of our school community. The plan's success will be monitored through regular assessments, feedback mechanisms, and input from all stakeholders. Together, we will work towards creating an inclusive and accessible Cleves Primary School where every individual can thrive.

Accessibility Plan

Objective	Action	Led by	Resources	Success Criteria
Curriculum				
To ensure the SEND curriculum is tailored to meet the needs of the pupils in order to develop their knowledge, independence and skills to succeed in life.	SEND teachers to adapt the two pathways by creating SEND (new curriculum).	Curriculum support teachers and Team leders	Meeting time with Curriculum support teachers to revise and create the new curriculums. Support received from all specialist	The curriculum is able to meet the needs of the individual children within the pathways. The learning opportunities for the pupils are appropriately continued.
To monitor and measure the specific impact of interventions for SEND pupils	To develop the use of SEND register to set up groups, targets -To ensure there is a clear understanding of Provision Map across the school. To create afternoon folders were targets to plan purposeful activities and to also measure impact.	Curriculum support teachers SENDCO Teachers	Target meetings with teachers. -Review targets termly -Staff training	Teachers to become knowledgeable about the needs of children. -Children will be achieving targets within both the mainstream classrooms and afternoon interventions. -There will be an increase in the pupil's attainment and progress.
To develop Class teachers and support staff understanding of the achievements, outcomes and targets of SEND pupils so that these can be built upon in afternoon lessons within mainstream setting.	To develop Class teachers and support staff understanding of the achievements, outcomes and targets of SEND pupils so that these can be built upon in afternoon lessons within mainstream setting.	SENDCO Teachers Support Staff Curriculum support Teachers	Meeting time with teaching staff -Support staff training -Inclusion Policy	Teachers and support staff are aware of the targets of pupils and feel confident to discuss their needs. Teachers to be confident in using a range of effective teaching strategies to ensure children with SEND are making good progress. Attitudes and Participation
Attitude and participation				

<p>To ensure all educational visits have made reasonable adjustments in order for pupils with SEND to access where appropriate</p>	<p>SENDCO to coordinate with mainstream teachers to ensure trips are accessible for SEND children and support by providing resources where possible.</p>	<p>SENDCO Class Teacher</p>	<p>Meeting time Resources to support with transition.</p>	<p>There would be an increase in the number of SEND children attending trips with their mainstream classes.</p> <p>Whole school trip planning with SENDCO to ensure trips are accessible for all SEND children</p>
<p>To ensure extra-curricular clubs are accessible to pupils with SEND.</p>	<p>To ensure there is a variety of clubs that SEND will be able to access in order for them to join in with the different clubs available.</p>	<p>SENDCO Class Teachers</p>	<p>SENDCO to meet with Senior leadership team</p>	<p>There will be an increase in the number of children that will be attending after school clubs which will have a positive impact on all the other areas of the curriculum.</p>
<p>Environment</p>				
<p>To support more integration between PMLD (Profound and Multiple learning difficulties) with their peers, where appropriate, in lessons, playtimes and visits.</p>	<p>PMLD Lead to liaise with class teachers to ensure children with PMLD are included in mainstream lessons where appropriate with their needs e.g- art, P.E Staffs to ensure the children with PMLD interact at playtimes with their mainstream class. Provide the children with SEND with opportunities to learn through social groups in order to equip them for these social</p>	<p>PMLD Lead SENDCO Class Teachers</p>	<p>Meeting and Planning Time</p>	<p>An inclusive environment within the school between SEND and non-SEND children</p>

	interactions with other children.			
To ensure pre formal curriculum effectively meets the needs of the pupils	Children with PMLD to be involved in the development of the building in stages such as – Wow Week INTERACT Project	Curriculum support teacher SENDCO Teaching assistants	Planned time for visits -Ipad to take pictures to collect evidence for EFL and keep track of progress	- The needs of the children with SEND will be meet and this would have a positive impact on their learning