

Accessibility Plan

Last Review Date	January 2026
Next Review	January 2027

INTRODUCTION

This Accessibility Plan is in accordance with current legislation and requirements specified in The Equality Act 2010, schedule 10 - Accessibility for disabled pupils.

The Headteacher of Claystone School is accountable for ensuring the implementation of the Accessibility Plan alongside the Senior Leadership Team who will review and report on progress of the Accessibility Plan over the next three years.

DEFINITION

Equality Act 2010 defines disability as:

‘A physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to complete normal daily activities’.

In the Disability Discrimination Act 1995 (DDA) *substantial* means *more than minor or trivial*.
Long-term means *has lasted or is likely to last more than 12 months*.

The definition of disability is broad and includes a wide range of impairments including:

- Autism
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Sensory impairments
- Speech and Language impairments
- Dyslexia
- Diabetes
- Epilepsy
- Obsessive Compulsive Disorder (OCD)
- Genetic developmental disabilities

This is not an exhaustive list and all those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

All our students would be included in this definition.

VISION STATEMENT

The school’s ethos is underpinned by a guiding principle that the young people are placed at the heart of everything we do. This means supporting them to achieve their potential, but much more than this, it means making sure that the things that are important to them are important to us.

We make every effort to ensure that the young people are respected as individuals, and encouraged to exercise choice, and every member of staff is tasked with advocating for the young people they work with.

We make sure that we work in partnership with families, recognising that we share a commitment to the young people's welfare and valuing the knowledge and experience that family members offer.

We recognise that our young people have a vast range of academic and cognitive abilities along with very individual communication and learning styles and so we offer different pathways to meet those diverse needs.

Each child who joins our school community will be welcomed into a high-quality inclusive provision and valued regardless of gender, race, belief, physical disability or learning difficulty. This Accessibility Plan focuses on supporting the school's Equality objectives. At Claystone School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities.

Outcomes First Group also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace

1.0 DEVELOPMENT & REVIEW

The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.

The plan will be on the school website and reviewed annually by the Senior Leadership Team to ensure it is effective.



Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Ensure all pupils have access to a curriculum appropriate to their needs	Thematic curriculum and small steps progression scales to meet the needs of all pupils across the school. The school offers a personalised approach to the curriculum for all pupils in line with their EHCP needs.	To regularly review the curriculum and small steps progression to ensure that all pupils across the school have a suitably challenging and supportive curriculum. To evidence curriculum progress on Evidence for learning	A wider breadth of curriculum areas that caters for informal and semi-formal learners using different pedagogical approaches. Evidence collated for progress towards EHCP targets and curriculum areas.	Headteacher, SLT, Clinical team	Ongoing throughout 25/26 April 2026

	<p>EHCP target progress is tracked for all pupils using Evidence for Learning.</p> <p>Pupils are supported to access the curriculum using AAD strategies and a Trauma Informed Approach.</p>	To obtain bronze award standard of Ask, Accept, Develop Strategy.	A multi-modal communication approach for all students, include Objects of Reference, visuals, signing and verbal communication		June 2026
Improve sensory opportunities for pupils	<p>Students have access to a sensory room for regulations and social interaction. The playground has good quality equipment. Classrooms have a range of sensory resources including</p> <ul style="list-style-type: none"> • Water and sand trays • Paints/markers • Building objects • Food-based play 	To support the sensory needs of pupils and support with regulation and communication	<p>Add additional layers and dimensions to the sensory room to better promote regulation, gross motor skills and social interaction.</p> <p>Every student to have a 'My sensory world' profile within 12 weeks of joining the school and for this to be update regularly</p>	SLT, OT, Clinical lead	<p>April 2026</p> <p>Ongoing throughout 25/26</p>



Improve the delivery of written information to pupils	<p>There is a range of communication methods used around the school site in line with our Total Communication Approach, to ensure that information is accessible. This includes:</p> <ul style="list-style-type: none"> • External signage • Internal signage • Now and Next boards • Communication boards • Social stories 	<p>For all relevant policies to have a pupil friendly/ accessible version available.</p> <p>To maintain the use of visuals alongside written information.</p>	<p>To create and share a pupil friendly version of</p> <ul style="list-style-type: none"> • Pupil specific concern posters around school. • Pupil friendly anti-bullying leaflet. • behaviour policy 	Personal development lead, SENCo, Clinical team	April 2026
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Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Parking bays	Disabled parking bay marked at Reception. Area is well lit. Ground is even.	Ensure markings are clear, and unobstructed at all times. Ensure parents are aware of accessible parking bays when being invited to meetings	Site Team	Ongoing
			Admin team	Ongoing
Entrances	Fobbed access system on main gate, and reception doors to aid security measures.	Additional fencing to be installed to separate visitors from school playground	Head teacher and Site Team	April 2026
Vertical Movement and internal level change	Stairs are well lit. Stairs are kept clean, tidy and free from obstruction at all times. There is one set of stairs on site. They are narrow of about one adult in width. There are no multiple flights of stairs. There are no lifts on site. There is one set of two steps. They are immediately behind a door.	Maintain and ensure access. Where parents are not able to access classrooms on 1 st floor, work to be brought to them on celebration days (in a suitable location). Photos and video tour of the classroom and surrounding areas to be offered where applicable.	General staff team and site team	Ongoing
			Class teachers and SEND team	Ongoing

	A person with a disability such as being wheelchair bound would be able to evacuate at ground floor level but not upper floor level so this would restrict the person to stay on the ground floor.			
Horizontal Movement	<p>Corridors are kept clear at all times for general access.</p> <p>All deliveries are stored in a room behind reception to reduce trip hazards and aid security.</p> <p>All fire safety signs are highly visible.</p> <p>There is a lack of tactile items available for users.</p>	<p>Weekly checks to ensure areas are safe and accessible.</p> <p>Child friendly signage to be considered and purchased for the school.</p>	<p>All staff. Site manager and SLT to report and resolve issues as they arise.</p> <p>Site and Clinical team</p>	<p>Ongoing</p> <p>April 2026</p>
Doors	<p>Some internal doors are security/fire doors, therefore are heavy and some are windowless. This can make it difficult to know if someone is on the other side. Most are fitted with slow closing mechanism and all are checked on a monthly basis.</p> <p>Many doors are security doors that require a fob to open,</p> <p>All fire door records are kept in the Fire Logs in the FM's office.</p>	New doors to be fobbed wherever possible	Site Team	Completed – Ongoing consideration for replacement/ new doors



Toilets	<p>Our buildings have downstairs toilets with easy access.</p> <p>A disabled toilet next to the assembly hall with fitted alarm systems.</p> <p>Toilet seat inserts and step stools available for EYFS students.</p>		Head teachers and Site Team	N/A
Internal signage	Disabled toilets clearly marked.	None required	Head teachers and Site Team	N/A
Information	There are currently a variety of communication routes that includes signage and clear instructions from a receptionist that is here from 0800-1600 hrs Mon-Fri.	None required	Head teachers and Site Team	N/A
Emergency escape routes	<p>Clearly marked emergency exit routes, as per fire evacuation plan.</p> <p>The site has an extremely robust fire management system in place and is monitored regularly by the SM. All staff are fire awareness trained and many are fire marshals. All staff and students practice fire drills once a half term and</p>	Continue weekly alarm tests and scheduled fire drill practices.	Head teachers and Site Team	N/A



	<p>know exactly how to comply during a fire alarm/emergency. All access/degress routes are checked daily and fire walk round checks are conducted by the FM on regular intervals.</p> <p>A person with a disability such as being wheelchair bound would be able to evacuate at ground floor level but not upper floor level so this would restrict the person to stay on the ground floor.</p> <p>Students who require one will have a Personal Emergency Evacuation Plan (PEEP) and the relevant staff will be familiar with their plan.</p>	Create, maintain and update PEEP's when required.		Ongoing
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4. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Headteacher.

5. Links with other policies This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- SEND policy