



THE CLERE SCHOOL

Accessibility Policy and Accessibility Policy 2026–2029

Date of Policy Issue: September 2026
Approved at Whole Governing Body on: July 2026
Due for Review: July 2029
Statutory/Discretionary: Statutory
Policy Responsible: Headteacher



Policy Statement

The Clere School is committed to providing an inclusive, welcoming and accessible environment in which all pupils can thrive and achieve their full potential.

We are committed to ensuring equality of opportunity for disabled pupils, staff, parents, carers, governors and visitors. We recognise our responsibility to remove barriers to participation and to make reasonable adjustments where required.

This Accessibility Policy and Plan demonstrate how the school will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school.
- Improve the availability and accessibility of information.
- Fulfil its duties under equality and SEND legislation.

Vision

Our vision is for every pupil in our school to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. Our Accessibility Plan intends to achieve this vision by empowering these pupil and young people to achieve all that they can.

Our aim is for every pupil and young person to:

- develop the necessary skills and knowledge to respond effectively to the challenges of the future
- be confident; have a strong sense of right and wrong; be adaptable and resilient
- develop as an independent learner who takes responsibility for his/her own learning, and who questions, reflects and perseveres in the pursuit of learning
- be able to contribute, work and communicate effectively with others, and to strive for excellence.

We believe that our parents, carers and the school community should work together to provide the best and most accessible opportunities for our pupils, and we will do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed.



We will ensure that we:

- develop our school culture, policies and practice in order to include all our pupils
- access the right training and on-going professional development to enable our continued focus on the process of further developing inclusion
- base our inclusive approach on respect for difference and a commitment to building relationships that benefit every pupil
- offer all our pupils appropriate support, and support and facilitate the inclusion of their views.

Legislative Framework

This policy has been developed in accordance with:

- Equality Act 2010.
- Equality Act 2010 Schedule 10 (Accessibility Plans).
- Children and Families Act 2014.
- SEND Code of Practice: 0–25 Years (2015).
- Equality Act 2010: Advice for Schools (DfE).
- Public Sector Equality Duty (PSED).
- Equality and Human Rights Commission (EHRC) Technical Guidance for Schools.
[\[legislation.gov.uk\]](http://legislation.gov.uk), [\[legislation.gov.uk\]](http://legislation.gov.uk), [\[gov.uk\]](http://gov.uk), [\[equalityhumanrights.com\]](http://equalityhumanrights.com)

The Governing Body recognises its duty to make reasonable adjustments for disabled pupils and to plan strategically to improve access to education, facilities, services and information.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN Policy;



The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

Definition of Disability

Under the Equality Act 2010, a person is disabled if they have:

"A physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

For the purposes of the legislation:

- "Substantial" means more than minor or trivial.
- "Long-term" generally means lasting, or likely to last, 12 months or more.

Disabilities may include:

- Physical disabilities.
- Sensory impairments.
- Medical conditions.
- Neurodevelopmental conditions.
- Mental health difficulties where the legal definition is met



Equality Objectives

The Clere School will have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity.
3. Foster good relations between people who share a protected characteristic and those who do not.

The Clere school will promote inclusion through:

- High expectations for all pupils.
- Early identification of need.
- Collaborative working with parents, carers and external agencies.
- Inclusive teaching and learning.
- Effective pastoral support.
- Appropriate reasonable adjustments.

Aims

Our accessibility aims are to:

- Ensure disabled pupils can access and participate fully in all aspects of school life.
- Improve independent access to the school's facilities.
- Provide information in accessible formats where required.
- Promote positive attitudes towards disability.
- Develop staff understanding of accessibility and inclusion.
- Remove barriers that may prevent full participation and achievement.

Roles and Responsibilities

The Governing Body will:

- Ensure compliance with equality legislation.
- Monitor implementation of the Accessibility Plan.



- Review progress annually.
- Allocate appropriate resources where possible.

The Headteacher

The Headteacher will:

- Lead implementation of this policy.
- Ensure staff understand their responsibilities.
- Report progress to governors.
- Promote an inclusive school culture.

The SENDCo

The SENDCo will:

- Coordinate support for pupils with SEND and disabilities.
- Advise staff regarding reasonable adjustments.
- Liaise with external agencies.
- Contribute to accessibility reviews.

Staff

All staff are expected to:

- Promote inclusion and equality.
- Follow agreed reasonable adjustments.
- Identify barriers to learning and participation.
- Raise concerns and improvement suggestions promptly



Access to the Curriculum

The school will continue to ensure that all pupils have access to a broad, balanced and ambitious curriculum.

This will include:

- Quality First Teaching.
- Differentiated learning activities.
- Adaptive teaching approaches.
- Appropriate use of technology.
- Specialist resources where necessary.
- Alternative methods of recording and assessment.
- Inclusive educational visits and enrichment activities.
- Participation in extra-curricular activities.

The school will seek specialist advice when required from:

- Educational psychologists.
- Health professionals.
- Specialist teachers.
- Local Authority support services.
- External agencies supporting pupils with SEND.

Physical Environment

The school will continue to improve accessibility wherever reasonably practicable.

Existing accessibility measures include:

- Designated disabled parking spaces.
- Accessible toilet facilities.
- Accessible reception facilities.
- Ramped access in key locations.
- Wheelchair access to curriculum areas where possible.



- Emergency evacuation arrangements and Personal Emergency Evacuation Plans (PEEPs) where required.
- Accessible sports facilities.

Future building developments and refurbishment projects will consider:

- Accessible routes.
- Signage.
- Lighting.
- Acoustics.
- Colour contrast.
- Furniture and fittings.
- Accessibility of specialist teaching areas.

Accessible Information

The school will provide information in accessible formats whenever reasonably required.

This may include:

- Large print.
- Coloured paper.
- Electronic formats.
- Screen-reader compatible documents.
- Translation and interpretation services where appropriate.

The school website will continue to be reviewed to ensure accessibility standards are maintained.