



## CLOCKHOUSE PRIMARY SCHOOL Accessibility Plan 2024-2027

### Contextual Information related to Accessibility Plan:

This Accessibility Plan has been drawn up following consultation with the School Parliament, parents of children who have disabilities and contributions from the wider school community. Clockhouse currently (Autumn 2024) has:

- 27 children with Health Care Plans
- 25 children who are diagnosed with an Autism Spectrum Disorder, and 24 (16) children who are being monitored for displaying Autistic tendencies
- 11 children who have been diagnosed as having Attention Deficit Hyperactivity Disorder, and 9 (4) children who are being monitored for displaying ADD/ADHD tendencies
- 3 children with a Visual Impairment, which is supported by the CAD team and two that have a visual impairment, where no further support is currently needed.
- 24 children with an Education Health and Care Plan, and 5 going through the process of EHCP application
- 47 children on SEN Support of the new SEN Code of Practice
- 124 children who have English as an Additional Language (Reception - Year 6).
- 57 children who are on the school Speech and Language caseload (before Reception - Language Link assessment)

In addition to the items in the plan below, we continue to assess the needs of our children and, wherever reasonable, make immediate adjustment to that they can access our curriculum and facilities to the greatest extent possible.

**Overall Objective:** *To ensure that all aspects of the school are fully accessible for all.*

Objective	Actions including CPD	Dates / Responsible	Outcomes	Evidence to Demonstrate Achievement
<b>PHYSICAL ENVIRONMENT</b>				
<b>To ensure that the physical environment across the site is accessible for all</b>	Ensure all wooden PE benches are clearly demarcated in to show a different colour to the hall floor to aid children with visual impairment	Summer Term (annually) / Site Staff	Children with visual impairment more confident to use PE equipment in KS2 building.	All equipment approved by CAD 5-19 Visual Impairment Team
	Yellow markings to be renewed on all steps and identified areas throughout the school (following review) to aid children with visual impairment	Summer Term (annually) / Site Staff	Children with visual impairment more confident to move up and down steps.	All yellow markings approved by CAD 5-19 Visual Impairment Team
	Clockhouse to continue to be an 'ASD Friendly School' for Havering Where appropriate provide opportunities for children in Greenland to access mainstream classes	On-going / Link with CAD 0-5, CAD 5-19, HT, Governors, Local Authority	ASD provision is fit for purpose and where appropriate children accessing some aspects of mainstream provision	CAD 5-19 team referring schools to Clockhouse for resources and support External verification
	Continually review available spaces to ensure we are able to the meet the needs of our children as they progress through the school.	Summer Term 2025 (on-going) / HT, Governors	Space within the school is maximized and used incisively to meet the changing needs of the school demographic.	Areas developed and are accessed by those that need them
	Upgrade surfaces to ensure unimpeded access for all stakeholders	On-going / HT, Governors	All stakeholders unimpeded when entering and moving around school site due to resurfacing	Resurfacing taken place
<b>CURRICULUM</b>				
<b>To ensure that all children, including those with additional needs and vulnerabilities have full access to the school's</b>	Support children and provide them with the tools to manage their own feelings and anxieties.	On-going / All staff and pupils, School Parliament	Children to have improved understanding of their own needs	Children are able to self-regulate in an environment which is appropriate
	Introduce Resilience and Engagement Scale to ensure children are supported as they need to be.	September 2025 / HT, IL		
	Training and renewal training for staff working with identified children. React to needs and conditions as	On-going / LSM, Outside Agencies	Correct procedures included in the Health Care Plan/Positive Handling	All training is relevant, up to date and current

<b>curriculum</b>	children get diagnosed and / or join the school Continue to develop links with outside agencies to support school, children and parents / carers accordingly		Plan/Individual Education Plan are followed and children can attend school safely Children are supported appropriately for their needs	Named children who need additional specialist support are supported by trained staff when attending school
	Work with Local Authority HESTeam to support children and wider families	On-going / Mental Health Champion / Local Authority	Increased number of children and wider families supported by trained professionals.	Children and families get the support they need and mental health is improved.
	Increase whole school awareness (including parents / carers) of SEND and Mental Health to further improve understanding	2025-2026 (focus) / Mental Health Champion, IL, All staff and pupils, School Parliament	Children to have improved understanding of their own and other's needs.	Children demonstrate and understanding and empathy towards others.
	Further develop 'Character Education' to further enhance children's access to the curriculum and interactions with each other. Enhance the interplay between the rules, values and the Character Curriculum pillars. Work with staff and children to develop learning behaviours linked to whole school behaviour curriculum,	From Autumn 2024 / HT, All staff	Children's ability to access the curriculum is further enhanced by their understanding of social conventions and the impact of their behaviours of them learning	Behaviour for learning is excellent and this is quality assured by external verification

**COMMUNICATION**

<b>To ensure written information is accessible to stakeholders in a range of different ways</b>	All children able to access printed materials in school Work with LA EMA team to further train staff in differentiation and approaches to support children with no or little English.	On-going / IL, All staff, Support from EMA team	Children able to read and record work appropriate to their abilities Children are able to access learning at a language appropriate level.	Resources are an integral part of learning and teaching Displays in all buildings take into consideration their audience – height, language, access
	Develop parents / carers awareness that Class Dojo and the School Website for parents is easily accessible different formats (and languages – Class Dojo) when required.	On-going / Teaching Staff, Parents and Carers	School able to produce translated documents when necessary Improved accessibility for all stakeholders	Translated materials Feedback from parents
	Develop letters for parents / carers being different formats when required and requested  Ensure families with English as an Additional Language are readily able to access school communication and where this is not the case support them to do so.	On-going / HT, Office staff		
	Ensure effective transition arrangements between primary and secondary schools.	Summer Term (annually) / SLT, Year 6 Team, Office Staff	Smooth transition from one school to another ensures children move seamlessly from Key Stage 2 to 3	Feedback from stakeholders
	Continue to identify children who need assisted technology in order to access the curriculum and ensure needs are met.	From Autumn 2021 (on-going) / LSM	Children with more severe fine motor skill difficulties are able to access appropriate technology so they can record their learning in a more comfortable, accessible way.	Resources accessible for identified children. Useful apps identified and purchased for school use. Training for staff and children provided