

The Carlton Junior Academy

Accessibility Plan

Adopted: March 2018

Review date: March 2021

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The Carlton Junior Academy has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND which may be found on the website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

| Disability Equality Duty | Outcome | Action | When | Who | Measure |
|-----------------------------------|--|---|--|---|---|
| Promoting equality of opportunity | All new staff made aware of Disability Equality Duty | All new staff receive information about the Disability Equality Duty (DED) and copy of policy | Within 1 st term of employment | SENCO to deliver input | Greater awareness of the DED and of need to promote equality of opportunity |
| | Better knowledge of individual needs | 1. Consultations via questionnaires & discussions with parents/carers, staff, governors, pupils and community groups who use school | Summer 2021 | Parent Governor | Feedback from parents/carers, staff, governors, pupils and others who use the school. Action Plan revised & disseminated, adjustments made |
| | | 2. Analyse responses to ascertain needs | Staff Meeting to share action plan | HT | |
| | 3. Revise the Action Plan as appropriate | HoS | | | |
| | 4. All staff made aware of individual needs and reasonable adjustments are taken into account when organising curriculum and events. | | | | |
| | Access to all subject/ curriculum areas | When reviewing all policies pay special attention to DED | According to school's monitoring timetable | All staff | All feel have access. |
| | | When analysing data, particular attention will be paid to pupils with SEND | Termly | All staff | Pupils with SEND make appropriate level of progress and attainment. |
| | | Pupils with SEND who do not make appropriate progress in curriculum will receive opportunities for intervention/support | Termly | All staff | Pupils with SEND make appropriate level of progress and attainment. |
| School Council agenda | School council to monitor experiences of disabled pupils | Annual questionnaire to pupils by council | All children through school council | A part of the children's good practice. | |

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| | Access to school events for parents/carers | Staff made aware of reasonable access when organising events Statement on all invitations asking parent /carer to inform organiser of access needs | In place | SBL | Parents/Carers attend school events and take up from disabled people monitored. |
| | Access for school community | Audit accessibility for visitors - questionnaires | Annually | HT/HoS & GB | Disabled people are able to access community events happening in school |
| Eliminate discrimination | Disabled people have privacy | Review upkeep of medical room | Ongoing | HT/HoS | Fulfil needs of disabled children in school |
| | Raise awareness through staff training | Staff briefings | ongoing | All staff | No discrimination & increased awareness and ability to deal with disability related harassment |
| | Clearer communication | Always being open, honest and improving communications | Always | All staff | No discrimination. Also see Equality of Opportunity policy. |
| | Make appropriate forms of communication available i.e. Large print Letters | Be aware of the different forms of communication available and which stakeholders may require this support | Always | All staff | No discrimination & increased awareness and ability to support disability |
| Eliminate harassment | Anti-bullying Policy review | 1. Review anti-bullying policy in light of DED. | Annually | All school community | Empower pupils to report incidents Pupils who facilitate prejudice, receive education |
| | | 2. Anti – Bullying Week will have a focus on hate crime and disability related harassment as part of the week. | Annually | | |
| | | 3. Continued use of Circle Time to raise awareness | On going | | |
| Promote positive attitudes | Adjustments as required | 1. Access, support, provision overall. | In all activities with reasonable adjustments | School community | Stakeholders with disability feel happy, supported and part of the community |
| | | 2. Through assemblies presenting positive images of disabled people – sporting role models | Ongoing | All staff | Positive attitudes are nurtured and reflected across school |
| | | 3. Ensure environment includes positive role | On going | All staff | Disabled pupils feel valued as members of |

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| | | models. | | | school community with role models |
| | | 4. Staff model respectful attitudes to disabled pupils, staff and parents. | On going | HT/HoS | Disabled pupils feel valued as members of school community with role models |
| Encourage participation in public life | Access to visits, residential visits | Consultation with EVC, children & parents making sure participation viable | Every visit | All staff, children, EVC | Reasonable adjustments so participation is possible. |
| | Access to extra-curricular activities and sports clubs | Ensure that there is equal access to after school clubs for disabled pupils and monitor their use. | HT/HoS & GB Sports Leader | All staff | Pupils with a disability are provided with opportunities to participate in extra-curricular activities and sports clubs. |
| | Disabled pupils are part of the Carlton Cabinet | Pupils with a disability encouraged to stand for election and coached for the role | On going | All staff | Pupils with a disability have a voice and feel empowered in decisions about school life. |
| | The school welcomes disabled staff into the workforce and encourages them to apply for senior positions | Adjustments as necessary will be made to allow disabled staff to pursue employment in line with the Academy guidelines Confidential records of staff disclosures regarding disability are kept All job applicants will be treated equally A policy of interviewing all disabled applicants who meet the minimum requirements for a job will be adhered to. | On going | HT/HoS & GB | Equality of opportunity provided for within the application process. Adjustments made to enable disabled applicants to be employed. |
| | The school welcomes disabled representation on the governing body and PFA | Encourage disabled people to put themselves forward as candidates in governor elections and to join the PFA | On going | HT/HoS & GB | Adjustments made so that disabled people can access positions of responsibility. |
| Taking steps to meet disabled people's needs | Buildings safer and fit for purpose | 1. Review access plan particularly in terms of physical environment 2. Health & Safety audit 3. Buildings survey | Consult external agencies re: facilitating access On going as funding and | SLT & GB | Access for all & adjustments made (e.g. maintain disabled toilet, parking space, footpath) |

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| | | | need dictates | | |
| | All able to have choice of communication | Signs and symbols audit | Annually as part of class induction | All staff | Adjustments made as required |
| | Disabled stakeholders' needs met | When appropriate, additional coaching or training for disabled pupils, staff or carers/parents provided. | As needed | HT//HoS | Coaching occurs |
| | | Special facilities for disabled pupils including at breaks and lunchtimes, are provided as appropriate | As needed | SENCO | Facilities in place |
| | | Responding to replies from staff, pupils, parents, governors and community users about any specific requirements provided if possible. | As needed | HT/HoS | Requirements met |

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____ **SEND governor** **Date:**

_____ **Headteacher** **Date:**

_____ **SENCO** **Date:**

This document will be reviewed March 2021