

The Carlton Junior Academy

Accessibility Policy and Plan

Adopted: March 2018

Review date: March 2024

As a statutory requirement this document outlines the work we are doing to improve access for disabled people at The Carlton Junior Academy. We have adopted this accessibility plan in line with the special educational needs policy with the aim of ensuring that our academy 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, (which can be found on the website) outlines the provision for supporting pupils with special educational needs and disabilities (SEND), and the academy'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 academy and access to information particular to students with SEND. This accessibility plan below provides an outline of how the academy 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.

Progress on these measures will be updated annually and reported to the Local Academy Board.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Area Board members are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Access Plan is supported by our Disability Action Plan. Both plans support Equality objectives, to promote access for disabled and deaf people as pupils, parents/carers, staff, visitors and volunteers. This plan will be reviewed and updated alongside the Disability Action Plan.

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.

Disability Equality Duty	Outcome	Action	When	Who	Measure
Promoting equality of opportunity	All new staff made aware of Disability Equality Duty (DED)	All new staff receive information about requirements to make reasonable adjustments	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	<ol style="list-style-type: none"> 1. Consultations via questionnaires & discussions with parents/carers, staff, governors, pupils and community groups who use the academy 2. Analyse responses to ascertain needs 3. Revise the Action Plan as appropriate 4. All staff made aware of individual needs and reasonable adjustments are taken into account when organising curriculum and events. 	Summer 2021 Staff Meeting to share action plan	Parent Governor HT/SENCO	<p>Feedback from stakeholders</p> <p>Action Plan revised & disseminated, adjustments made.</p>
	Access to all subject/ curriculum areas	When reviewing all policies pay special attention to DED	According to school's monitoring timetable	All staff	Reasonable adjustments made.
		When analysing data, particular attention will be paid to pupils with SEND	Termly	All staff	Pupils with SEND who do not make appropriate progress in curriculum will receive opportunities for intervention/support.
	Carlton Cabinet agenda	Carlton Cabinet to monitor experiences of disabled pupils	Questionnaire to pupils	All children through Carlton Cabinet	A part of the children's good practice.
Access for visitors	<p>Staff made aware of reasonable access when organising events</p> <p>Statement on all invitations asking parent /carer to inform organiser of access needs</p>	In place	SBL	Parents/Carers attend events.	
Eliminate discrimination	Disabled people have privacy	Review upkeep of medical area as required on individual needs basis	Ongoing	HT	Fulfil needs of disabled children

	Raise awareness through staff training	Staff briefings as required	ongoing	All staff	No discrimination & increased awareness and ability to support with disability
	Make appropriate forms of communication available i.e. Large print Letters	Awareness 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. 2. Anti – Bullying Week 3. Jigsaw Programme	Annually Annually On going	All community	Empower pupils to report incidents Pupils who facilitate prejudice, receive education
Promote positive attitudes	Adjustments as required	1. Access, support, provision overall.	In all activities with reasonable adjustments	All 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 models.	On going	All staff	Disabled pupils feel valued as members of school community with role models
		4. Staff model respectful attitudes to disabled pupils, staff and parents/carers.	On going	HT	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/carers 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/LAB 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 academy 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/LAB	Equality of opportunity provided for within the application process. Adjustments made to enable disabled applicants to be employed.
	The academy welcomes disabled representation on the LAB and PFA	Encourage disabled people to put themselves forward as candidates in governor elections and to join the PFA	On going	HT/LAB	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 need dictates	SLT & LAB	Access for all & adjustments made (e.g. maintain disabled toilet, parking space, footpath)
	All able to have choice of communication	Signs and symbols audit	Annually as part of class induction	All staff/SENCO	Adjustments made as required
	Disabled stakeholders' needs met	As funds allow, improve facilities to allow access and use of the building e.g. upgrade disabled toilet facilities	As required	HT	Facilities appropriate
		Adjustments for disabled pupils including at breaks and lunchtimes, are provided as appropriate	As needed	SENCO	Adjustments in place

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.

Signed by

Beth Hunter

SEND governor

Date:March 2021.....

Sharon Wood

Headteacher

Date: March 2021.....

Rachel Clarke

SENCO

Date: March 2021.....

This document will be reviewed March 2024