

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.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards all people involved in the Academy, with disabilities, under Part 4 of the DDA:

- Not to treat anyone with a disability less favorably for a reason related to their disability
- To make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals to increase access to the facilities and resources of the Academy for pupils and adults with disability, in line with the three areas required in the DDA:

- Increasing the extent to which disabled pupils can participate in the curriculum of the Academy
- Improving the environment of the Academy to increase the extent to which pupils and adults, with disability, can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy community for students and prospective students with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.
- To promote an understanding of disabilities throughout the academy and an awareness of the needs of students with a disability.

The academy will have consideration in planning facilities for:

- Wheelchair access
- Facilities for the visually impaired and/or hearing impaired Physical environment
- Needs of pupils

The academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future project improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or

school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

It is a requirement that the Academy’s accessibility plan is resourced, implemented, reviewed and revised as necessary. This is reviewed in conjunction with the accessibility surveys undertaken by the Operations Manager regularly. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The progress of the plan will be reviewed.

Aim	Strategies	Timescale	Responsibility	Success Criteria
Increase the extent of access to the curriculum for a child with a disability	Use resources tailored to the needs of pupils who require support to access the curriculum	Daily	All Staff	Pupils can access the curriculum and make progress. Resources are adapted as appropriate.
	Curriculum progress is tracked for all pupils, including those with a disability.	Termly	Subject and class teachers	Pupils can access the curriculum and make progress. Resources are adapted as appropriate.
	The curriculum is reviewed to ensure that it meets the needs of all pupils.	Annually	Subject Leads	Pupils can access the curriculum and make progress. Resources are adapted as appropriate.
	When reviewing all policies pay special attention to DED	Annually	SLT	Ensure compliance with Equality Act
	Ensure teaching and learning strategies are appropriate to support needs of all learners and are adjusted as appropriate to needs and	Daily	Classroom Teachers SENDCo	Pupils can access the curriculum and make progress. Resources are adapted as appropriate.

	requirements.			
	Further develop the sensory area to support access to the curriculum for pupils with sensory needs	Jul 22	Key Stage One teacher SENDCo Specialist services	Pupils with sensory needs have reduced visible anxiety to enable them to make further progress with the curriculum
	Further embed Therapeutic interventions, as advised by Specialist Services to further support specific pupils access to the curriculum	Jul 23 or as required	SENDCo Specialist services	Pupils with variety of needs inc SEMH have reduced visible anxiety to enable them to make further progress with the curriculum
	Embed use of specialist equipment such as IPADS, laptops and other specialist technology as advised (and as required for need) by specialist services	Jul 23 or sooner if required	SENDCo Class teachers Specialist services	All pupils with communication needs are supported in order to access the curriculum and make progress
	Ensure disabled children can take part equally in lunchtime and after school activities Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available Ensure there is a way of getting children with all needs inc mobility issues/ wheelchairs to access activities	As required	SENDCo Class teachers Leads	Disabled children feel able to participate equally in out of school activities.
	All school visits and trips need to be accessible to all pupils Ensure venues and means of transport are vetted for suitability	Ongoing	Leads SENDCo HT	All pupils are able to access all school trips and take part in a range of activities

	To ensure to continue to hold detailed transition meeting to ensure full awareness of any accessibility to curriculum needs so adaptations can be planned	Summer Term	DHT SENDCo	Staff have full awareness of any accessibility issues and therefore can plan effectively to overcome barriers and ensure a smooth transition and access to the curriculum
Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide	Ensure the environment is adapted to the needs of pupils as required le Health and Safety audit Building conditions survey	Termly and as per health and safety schedule/checks	HT/Operation Manager Site Manager Health and safety Committee inc Governor SENDCo	Environment is adapted as appropriate to the current needs. Adapted to needs of pupils in school as required and as advised by specialist services if appropriate,
	Ensure environment is adapted and maintained - Improve accessibility to playground by an addition of a ramp - Appropriate corridor width - Disabled parking bay - Disabled toilet	Annually and ongoing checks Jul 23 In place In place In place	SENDCo Trust Facilities Manager Trust Facilities Manager/Operation Manager	Environment is adapted to needs of pupils in school as required and as advised by specialist services if appropriate.

	<ul style="list-style-type: none"> - Changing facilities that are accessible for all - Library bookcases are accessible for wheelchair height - Pathway is graduated to allow accessibility to school buildings 	<p>In place</p> <p>In place</p> <p>In place</p>		
	<p>Maintain safe access for all</p>	<p>Annual checks to ensure in place and also as required</p> <p>Ongoing checks</p>	<p>HT</p> <p>Operations Manager</p> <p>Site manager</p>	<p>Safe access for all</p>
	<p>Ensure safe exit/evacuation for all</p>	<p>Daily Checks</p> <p>Health and safety checks</p>	<p>HT</p> <p>Operations Manager</p> <p>Site manager</p> <p>SENDCo</p>	<p>Ensure all disabled or impaired people can be safely evacuated and can exit safely.</p>
	<p>Continue to develop accessibility to playground by looking at grass area</p>	<p>Jul 23 but as required if needed</p>	<p>HT</p> <p>Operations Manager</p> <p>SENDCo</p>	<p>All pupils with physical needs have access to the playgrounds</p>
	<p>Ensure the environment supports students with hearing and/or visually impaired</p> <ul style="list-style-type: none"> - Meeting and liaison with specialist teams - Risk assessment if necessary - Visits by parents and students prior to joining school - Due to needs of Jul 22 pupils, work in Summer term 22 in order to ensure adaptations for hearing impaired students are in place. 	<p>Ongoing</p> <p>Ongoing</p> <p>Summer term transition meetings</p>	<p>SENDco</p> <p>HT</p> <p>Operations Manager</p>	<p>The environment allows access for pupils with hearing and visually impaired needs.</p>

		May 22		
	Ensure staff are fully aware and equipped to support pupil with severe allergy inc care plan	Ongoing and monitored closely since 2017 in order to support pupils.	SENDCo	Students medical need are fully supported and catered for.
	Transition meeting to ensure full awareness of any accessibility to environment needs so adaptations can be planned Ensure awareness of access needs for visitors, parents and carers	Summer term	DHT SENDCo	Staff have full awareness of any accessibility issues and therefore can plan effectively to overcome barriers and ensure a smooth transition and accessibility
	Engage with specialist services for guidance to improve environment as required	Annually and as required	SENDCo Site manager	The environment supports accessibility for all individual needs and specialist advice is sought and actioned as appropriate.
Improve the availability of accessible information to disabled pupils	Use a range of communication methods to ensure information is accessible	Annually and as required	Site Manager SENDCo Class teachers Operations Manager	Pupils to have access to information needed and adaptations made as per need and in response to specialist guidance and need. Adaptions made to support accessibility of information for parents/carers.
	Ensure information accessibility is improved through: Signs and signage	Regular ongoing checks	SENDCo Operations Manager	Pupils to have access to information needed and adaptations made as per need and in response to specialist guidance and need.

	<p>Internal signage is appropriate and supports information accessibility</p> <p>Further develop Pictorial or symbolic representations are used to support accessibility of information</p> <p>Work with specialist services to adapt provision and delivery of information as needed</p>	<p>July 22</p> <p>July 22</p> <p>Ongoing and as required</p>	<p>SENDCo</p> <p>SENDCo</p>	
	<p>Seating plans to be considered in order to support accessibility of information for pupils</p>	<p>Ongoing</p>	<p>All class teachers</p> <p>SENDCo</p>	<p>Seating plans are adapted as appropriate in order to support accessibility of information for all pupils and so teachers are taking into consideration needs and disabilities.</p>
	<p>Continue to work with specialist support services such as hearing and visually impaired to ensure guidance of correct equipment and resources for need.</p>	<p>Ongoing and as required</p>	<p>SENDCo</p> <p>All teachers/TA's</p>	<p>All Visually or hearing impaired pupils have appropriate support in order to access information</p>
	<p>Ensure staff are aware of pupils needs and requirements of pupils in order to support delivery of information.</p> <p>Class teachers to be aware of the needs of the pupils.</p> <p>Ensure the Academy is aware of the needs of visitors and parents who may need written information in a different format and provide in a timely</p>	<p>Ongoing and as required</p> <p>Ongoing and as required</p>	<p>All staff</p> <p>SENDCo</p> <p>Class teachers</p> <p>SENDCo</p> <p>Operations Manager</p>	<p>All staff have appropriate information in order to support and ensure accessible information for all pupils including those that are disabled.</p> <p>All visitors and parents/carers can access information.</p>

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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	Feedback from stakeholders Action Plan revised & disseminated, adjustments made.
	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	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 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	As needed	SENCO	Adjustments in place

		provided as appropriate			
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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.

Links with other policies

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- SEND policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Signed by

<u>Beth Hunter</u>	SEND governor	Date:March 2021.....
<u>Sharon Wood</u>	Headteacher	Date: March 2021.....
<u>Rachel Clarke</u>	SENCO	Date: March 2021.....

This document will be reviewed March 2024