



CARTERTON PRIMARY SCHOOL

POLICY DOCUMENT

Accessibility Plan

Policy has been adopted/reviewed by Governing Body:	
Marked as signed by K Moyes	Date: 18 December 2023
Chair of FGB	
Date policy due for next review:	December 2026 by Senior Leadership Team for approval by Local Governing Body
Date shared with Staff	December 2023
Date shared with Governors	December 2023
Date shared with parents/on website	December 2023

Carterton Primary School builds on a sense of belonging and community, developing children's roots – firstly within a classroom, throughout our school and then within the wider community, helping children form a sense of where they are from.

We aim to enhance our children's understanding of opportunities within and beyond a military lifestyle, or indeed the lifestyle special to them - linking historical and current issues of interest to our children and their families. 30% of our children come from Forces Families, a small percentage are new to this country and many have lived in Carterton all of their lives. We aim to understand, support and celebrate the experiences of all and the contribution this makes to our community.

We want to create links between school and home – families learn together and share their discoveries, creating a love of learning.

We offer rich, practical experiences through trips and visitors. These aim to complement and expand each child's cultural capital.

We invest in our children's unique starting points, cultural capital and out of school interests, developing a true sense of each individual child, fundamental to building strong relationships.

We aim to develop the emotional skills to thrive in a society with lots of transition, learning to welcome new members, embracing our strengths and differences, as well as compassionately saying goodbye and engaging in change and progress.

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference

Purpose of Plan

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how Carterton Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access Plan.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

'They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities'

Carterton Primary School recognises its duty to:

- Not to discriminate against pupils with a disability in their admissions and exclusion and provision of education and associated services.
- Not to treat pupils with a disability less-favourably.
- To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.
- To publish an accessibility plan.

The Governing Body of Carterton Primary School recognises its duty to:

- Increase the extent to which pupils with a disability can participate fully in the curriculum.
- Improve the physical environment of the school to enable the pupils/adults with a disability to take better advantage of education, benefits and services provided.
- Improve the availability of accessible information to pupils or parents/carers with a disability.

Carterton Primary School provides all pupils with a broad and balanced curriculum, adapted and scaffolded to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupil diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

What do we do to collect information about our children?

- We collect information from early years settings, so that we are prepared for the children when they arrive at our school.
- We collect information from previous school when children transition into other year groups and mid-year. We also send information on to the next school in a timely manner.
- We liaise with the Local Authority and previous Local Authority if needed.
- We liaise with parents and outside professionals when necessary to ensure we provide the correct care for that child.
- Induction sessions are conducted for all children when beginning in EYFS and if children have any additional needs.
- Transition meetings are held between teachers each year.
- Staff are trained in the use of EpiPen and inhalers
- Members of staff hold the first aid qualification
- Members of support staff in the EYFS hold the paediatric first aid qualification.
- Pupil profiles are completed for those children on the SEND Register.
- Individual Health Care Plans are completed for those with medical needs. Intimate care plans are completed for those who need personal care.

Definition of Disability

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have an Education Health Care Plan (EHCP). The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires the school to make "reasonable adjustments" to their policies, procedures and practice to accommodate pupils with disability in school life.

The three key areas for the Access Plan are:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Carterton Primary School has been in its current location since 1926. The school is split into a Key Stage 2 building, a main building based around the school hall/dining hall and kitchen with the school reception area included, a Key Stage 1 building and one EYFS class which houses EYFS and KS1 plus an additional room for nurture activities and our main reception area. A further separate building with independent access from the pavement is now used to accommodate breakfast and after school clubs and to host multi-agency meetings. Over time, this has potential to be a useful community space.

A ramped area enables access to classrooms off the hall from outside of the building. The site is accessible for wheelchair users and all accommodation is single story. The Key Stage 2 building consists of a ramped entrance way leading to the reception area. The main building, KS2 building and Nursery all have wheelchair accessible toilet facilities.

All pupils have opportunities to join age relevant extra-curricular activities beyond and within the school day. All pupils are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out risk assessments to ensure all pupils can partake. Advice is sought from other adults involved with pupils who may have special requirements. School subsidises costly trips such as residential for disadvantaged pupils to ensure everyone can access these opportunities. This is part-funded using the Pupil Premium budget.

School makes additional provision for pupils with special educational needs to access the curriculum through the SEN Framework.

At present we have no wheelchair dependent pupils or staff members. Parents who use mobility aids access the school site.

Current Range of Known Disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties.

We have a small number of pupils and parents who have visual, hearing and physical impairments. Several of our pupils have communication and language barriers and some are non-verbal. They are supported by signs, visual cues and one pupil uses a communication tablet.

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At Carterton Primary School we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Teachers at Carterton Primary School plan and deliver outstanding lessons. Planning is differentiated to consider individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have the regular and relevant training to enable them to teach and support pupils with a variety of disabilities and special educational needs.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
Ensure the school curriculum is fully accessible to all pupils including those with a disability.	Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision.	Spring	SENDCo/ Headteacher	Disability and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary.
	Set up a system of individual access plans for disabled pupils when required.	Autumn and ongoing adaptions as required.		All staff aware of individuals needs and plans as appropriate.
	Ensure all staff are aware of disabled children's curriculum access.	Ongoing and as required.		Raised staff confidence in strategies for differentiation and increased pupil participation and progress. Lesson observations demonstrate improved skills in using a range of strategies to support children's needs.
	Increase confidence of all staff in differentiating the curriculum through relevant CPD and specialist input.	Training programme to be devised annually.		Wider use of SEN resources in classrooms.
	Ensure classroom support staff have specific training on disability issues.			
	Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning.			

<p>Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.</p>	<p>Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc).</p> <p>Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes) .</p>	<p>Autumn Term</p>	<p>SEND Co/PE Lead</p> <p>All staff</p>	<p>Disabled pupils attend a variety of after school clubs and play an important role in the school community.</p> <p>Children with disabilities access school trips, special events and are supported at play times.</p> <p>Disabled pupils feel safe and well supported as an active member of school life.</p>
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Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals.

In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
<p>To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.</p> <p>To ensure that the physical and visual environment is engaging, informative and suitable for all</p>	<p>To create access plans for individual disabled pupils as part of the SEN Profile process when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements.</p> <p>Displays and signs are clear, following guidelines for a Dyslexia friendly school and use visuals to support communication.</p> <p>The environment is designed to reduce cognitive overload whilst supporting communication and language.</p>	<p>Beginning of the academic year</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENDCo/ Headteacher</p>	<p>All staff, parents, pupils and governors agree needs are met at school.</p> <p>Parents have full access to all school activities.</p> <p>All pupils.</p> <p>Visually impaired people feel safe and confident to access and negotiate the school grounds. Signage is checked annually.</p>

Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.	Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.	Beginning of the academic year.	SENDCo/ Site Manager	<p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire.</p> <p>All children are evacuated efficiently and within 3 minutes of the alarm.</p>
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Action 3: Improving access to information for disabled pupils/parents

As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The school's ICT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target / Aim	Actions	Time-scale	Responsibility	Success Criteria / Outcomes
Review information to parents/carers to ensure it is accessible.	Ensure all communication is succinct and regular. Provide information and letters in clear print and clear, simplified English.	Ongoing	School Office/ all staff	All parents receive information in a form that they can access.
	Meetings with parents include a mixture of communication methods.	Ongoing	School Office	All parents receive the necessary support in completing forms and accessing information.
	Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Beginning of academic year	Headteacher/ IT support	
	Increase the variety of ways parents can access communication from school e.g. text messages, twitter updates and school Facebook page.	Ongoing	Headteacher/ IT support	All parents understand information headlines of the school.

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information.	Ongoing	SENDCo	Staff feel confident to produce their own information/ documents that follow these guidelines.
Annual review information to be as accessible as possible	Develop child friendly Profile review formats.	Autumn term	SENDCo	Staff are more aware of pupils' preferred method of communications and use these in class.