



Carlton Primary School **Accessibility Plan 2019-2022**

Purpose of Plan

The purpose of this plan is to show how our Carlton in Snaith CP School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person’s knowledge/parents’ knowledge of their child’s disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents’ and child’s right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- Carlton Primary School Accessibility Action Plan 2019-2022

| Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. | | | | | |
|--|---|--|-----------------------------------|-------------------|--------------|
| Our key objective is: to reduce and eliminate barriers to access to the curriculum to ensure full participation in the school community for pupils, and prospective pupils, with a disability or need | | | | | |
| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
| Procedures/equipment / ideas set in place ready for child/children to start school in the September | To liaise with Playgroup and nursery providers to review potential intake for new starters in September. To identify pupils who may need additional too/or different from provision as a new intake | EYFS teacher Headteacher Senco | Yearly | | |
| To comply with the Equality Act 2010 | To review all statutory policies to ensure that they reflect inclusive practice and procedure | Headteacher Business manager Senco | Ongoing | | |
| To establish close liaison with parent to ensure | Open door policy. Staff are available to meet with parents to ensure | Headteacher Teaching staff Senco | Ongoing | | |

| | | | | | |
|---|--|--|---------|--|--|
| we have a collaborative working approach. | collaboration and sharing between school and families. | | | | |
| To ensure full access to the curriculum for all children. | CPD for staff to ensure we provide: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered • A range of support staff including trained teaching assistants <ul style="list-style-type: none"> • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment recommended by occupational health/professionals | Senco Specialist Advisory Teachers Educational Psychologist Class Teacher Teaching Assistants Health professionals | Ongoing | | |
| Review attainment of all SEN pupils. | Class teacher/Senco liaison meetings with parents to set individual targets on the Individual Provision Maps, progress made towards IEP targets showing clear steps and progress made. Scrutiny of assessment system by SLT. | Class Teacher Senco Headteacher | Termly | | |
| To promote the involvement of SEND children in classroom discussions/activities | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding | Senco Specialist Advisory Teachers Educational Psychologist Class Teacher Teaching Assistants Health professionals | Ongoing | | |

| | | | | | |
|--|---|--|---------|--|--|
| | of the needs of disabled people. | | | | |
| Ensure support staff have specific training on disability issues | Identify training needs at regular meetings and discussions with class teachers, parents and professionals. | Senco Specialist Advisory Teachers Educational Psychologist Class Teacher Teaching Assistants Health professionals | Ongoing | | |
| All school visits and trips need to be accessible to all pupils | Ensure venues and means of transport are vetted for suitability. All pupils are able to access all school trips and take part in a range of activities. | Senco Class teacher Headteacher Educational Visits Coordinator | Ongoing | | |
| To evaluate and review the above targets annually | | SLT Curriculum Coordinators Senco Governors | Yearly | | |

2: To improve the physical environment of the school so that all Sen/disabled pupils can access it.

Our key objective is: To increase the extent to which disabled pupils can take advantage of education and associated services.

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
|---|--|-------------------------------|-----------------------------------|-------------------|--------------|
| Continually improve physical environment of school | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and | SLT Governors | Ongoing | | |
| Ensure visually stimulating environment for all children | Visually interesting displays in classrooms. Inviting role play and reading areas. Lively and inviting environment maintained. | Whole School approach | Ongoing | | |
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | To liaise with parents/external agencies. Identify training needs and establish individual protocols where needed. Enable all children to have their medical needs met where possible. | Senco SLT Class Teacher | Ongoing | | |
| Ensuring disabled parents have every | Utilise disabled parking spaces for parents with disabled children to | Whole school approach | Ongoing | | |

| | | | | | |
|---|---|------------------|---------|--|--|
| opportunity to be involved | drop off & collect. Should it become necessary, arrange interpreters from the RNID to communicate with deaf parents. Offer a telephone call/meeting to explain letters home for some parents who need this. Adopt a proactive approach to identifying the access requirements of disabled parents to ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education. | | | | |
| Ensure driveway, roads, paths around school are as safe as possible. | Communication with parents using parents mail to share safety messages and letters. Bikeability for Year 6 children | SLT Governors | Ongoing | | |
| Ensure there are enough fire exits around school that are suitable for people with a disability | Ensure staff are aware of need to keep fire exits clear. All disabled personnel and pupils have safe independent exits from school. | SLT All staff | Daily | | |
| Ensure all disabled people can be safely evacuated | Ensure there is a personal emergency evacuation plan for all disabled pupils which staff are aware of and have taken part in drafting. Ensure all staff are aware of their responsibilities in evacuation. All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for | All staff | Daily | | |

| | | | | | |
|--|--|--|--|--|--|
| | disabled children who would need help in the event of an evacuation. | | | | |
|--|--|--|--|--|--|

Aim 3: To improve the delivery of information to SEN and disabled pupils and parents. Access to information advice and guidance.

Our key objective is: To ensure SEN and disabled pupils and parents are fully informed

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
|--|---|---------------------------------|-----------------------------------|-------------------|--------------|
| To ensure all children with ASD have access to the curriculum | Regular parental communication Individualised multisensory teaching strategies used for ASD children. | SLT Senco Class teachers | Ongoing | | |
| Inclusive discussion of access to information in parent/teacher meetings | Ascertain the need of parents and, if required, ask about preferred formats for accessing information e.g. braille, hearing loops. Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of school | SLT | Ongoing | | |
| Signpost parents to professionals and services. Local and school procedures. | When meeting with parents inform them of services available through the Local offer. Refer them to the school SEN Information policy on the schools website. | Senco Class teachers SLT. | Ongoing | | |

