



# CARNFORTH SCHOOL

## ACCESSIBILITY POLICY

<b>LAST REVIEWED ON:</b>	2020
<b>NEXT REVIEW DUE BY:</b>	2023



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## AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum;

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

Improve the availability of accessible information to disabled pupils.

Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The governing body also recognizes its responsibilities towards employees with disabilities and will:

Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;

Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;

Undertake reasonable adjustments to enable staff to access the workplace.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

## LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

## ACTION PLAN

Aim	Recommendations	Actions to be taken	Person Responsible	Date completed	Success criteria
IMPROVING PHYSICAL ACCESS					
Disabled parking	Spaces to be provided	Mark two car parking spaces as disabled	DHT/HT	July 2021	Two disabled parking spaces marked in the school car park
Disabled toilet	Clear obstructions	Remove the materials in the toilet Monthly test of the alarm	DHT/HT	Ongoing	Toilet clear of any obstructions Alarm tested monthly
Corridors	Clear obstructions	Ensure pupils hang coats, jumpers on pegs and place PE kits on shelving provided	All staff	Ongoing	Corridors clear of any obstructions
Changing and shower facilities	Clear obstructions Reinstate water	Remove the equipment in the room and reconnect the water to the showers	DHT/SLT	July 2022	Changing room clear of any obstructions Shower in good working order
Ensure school are aware of any access needs	Annual reminder	Send a reminder to parents/carers through the newsletter to let us know if they have any problems with access to areas of the school.	Office manager	Annually in July	Reminder sent out to parents annually and changes made accordingly
Ensure all disabled people can be safely evacuated	Produce personal emergency evacuation plans for all disabled stakeholders	Write a personal emergency evacuation plan for any stakeholders with a disability. Ensure all staff are aware of the plan	Staff	Ongoing	PEEPs completed for all stakeholders with SEND



IMPROVING CURRICULUM ACCESS					
Differentiation in teaching	SLT to monitor quality of differentiation and provision for SEND pupils Track pupils with SEND	Development Cycles termly include the scrutiny of pupils with SEND and their achievements Targets set are appropriate for individual needs	HT/Inclusions Lead	Termly	Pupils with SEND set appropriate targets, tracked and scrutinized to ensure achievement and any gaps closed
Interventions	Inclusion lead to audit current interventions and impact on achievement	Provision mapping to be used across all year groups. Development cycle termly includes the scrutiny of interventions and impact	Inclusion Lead	Termly	Interventions monitored, achievement tracked and any gaps closed
Classrooms are organized to promote the participation and independence of all pupils	Audit to be carried out	Audit to be completed to ensure that lessons are planned to meet the needs of all pupils in class That resources are available for children who require them	SLT	Ongoing	All planned lessons are differentiated to ensure accessibility so pupils are engaged and achieve through the use of resources, equipment and/or differentiation.
Staff training in the production and implementation of IPMs and monitoring systems	Inclusion lead to training	Train staff on writing IPMs Monitor IPMs and impact	Inclusion Lead	Annually	Training programme implemented and followed  Monitoring completed to ensure IPM's written in accordance with pupils needs  Track the impact of IPM's to ensure good achievement
Staff training in supporting pupils with SEND	Training to focus on key areas	Train staff on: Speech and language ASD	Inclusion Lead	Ongoing through	Training programme implemented and followed



	identified within school	ADHS Dyspraxia Communication		training schedule	Outside agencies invited to train staff Learning walks identify that staff are using strategies provided to support SEND pupils
Curriculum	Review the curriculum	Ensure the curriculum meets the needs of the pupils and resources include examples of people with disabilities  Develop links with a special school Ensure PE curriculum includes disability sports	SLT	Annually	Audit the curriculum  Change/Train staff depending on outcomes  Activities with special school organized Long term plan includes learning disability sports
IMPROVE DELIVERY OF INFORMATION TO PUPILS WITH					
Availability of written material in alternative formats when specifically requested	Different formats available if required	Ensure school is aware of services available for converting written information into alternative formats	Admin staff	Ongoing	School can provide written material in alternative languages/spoken or in braille
Review documentation on website to check accessibility for parents with English as an additional language	Ensure accessibility for parents with EAL	Review formats publicized on school website.	Admin staff	Ongoing	Documentation on website can be changed to an alternative language or verbally relayed.



## MONITORING ARRANGEMENTS

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by Gill Ellis the Chair of Governors and Sara Wood the Head of School.

## LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disability (SEND) information report
- Supporting pupils with medical conditions policy

## APPENDIX 1

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One floor storey No steps	None	N/A	None
Corridor access	Clear wide corridors Cloakrooms	Cloakrooms need to be kept clear of belongings/obstructions.	Staff and pupils	Ongoing
Playground	Large open space consisting of tarmac and grass	Review tarmac to ensure that it is not breaking down and needs to be replaced	HT	Ongoing
Parking bays	None available at the moment within the school car park.	Disabled parking spaces to be provided in school car park. At present there is a parking bay outside the main entrance of school.	HT	July 2021



Entrances	Access through front door where electric doors open to allow for wheelchair access. Exits on to playground through doors are clear and are floor level	All staff to ensure corridors to playground exit doors are clear from obstructions  None	All stakeholders	Ongoing
Ramps	Ramp within library  Ramp into classrooms  Ramp on to playground is clear and access to playground is good	Ramp walkway needs to be kept clear of obstructions  Ramps to classrooms and extra wide doors to classrooms.  None	All stakeholders  N/A	Ongoing  None
Toilets	Disabled toilet available	Disabled toilet to be clear of any resources at all times.	N/A	Ongoing
Reception area	Large and easily accessible	None	N/A	None
Internal signage	Signage available	Signage in braille or enlarged if required	InclusionLead	If necessary
Emergency escape routes	Clear from obstructions and are on floor level	All staff to continue to ensure that all exit routes are clear from obstructions	All stakeholders	Ongoing



Curriculum	National curriculum taught with clear objectives differentiated for specific needs	Audit curriculum to ensure it includes appropriate differentiation and examples of pupils with disabilities. Develop a link with a special school	SLT DHT	July 2021 March 2021
Equipment	Seats vary in size depending on age of pupils	If necessary purchase chair/tables/footrests etc appropriate for pupils SEND	Inclusionlead	As necessary
Making written information accessible	Website/newsletters	Ensure website/newsletters are available to parents with English as an additional language (in a different format if required).	SLT	Ongoing
Wheelchair access	All doors are on groundlevel and can be independently accessed	None	N/A	None