



The Black  
Pear Trust



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# CARNFORTH SCHOOL ACCESSIBILITY POLICY

## 2025 - 2028



<b>APPROVED BY:</b>	Local Governing Body	<b>DATE:</b> 23.09.25
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<b>CHAIR SIGNATURE:</b>		

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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 nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Recommendations	Actions to be taken	Person responsible	Date completed	Success criteria
Improving physical access					
Disabled parking	Spaces provided in front car park	Two car parking spaces to be maintained	HT	Ongoing	Two parking spaces available.
Whole school environment	Specific recommendations to be included in the accessibility plan following the audit.	Complete accessibility audit of school environment	SENDco/PD outreach	Ongoing	Completed audit will highlight further areas of the school environment that need improving in terms of physical access
Disabled toilets – Trust offices and within Reception class	Clear obstructions	Ensure corridors and toilets remain clear of any obstructions.	HT	Ongoing	Toilet clear of any obstructions
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
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.  Make provision during performances in hall and	Office manager All staff	Annually – September  Ongoing	Reminder sent out to parents annually and changes made accordingly

		other school events			
Ensure all disabled people can be safely evacuated	Produce personal emergency evacuation plans for all disabled stakeholders	Write and keep updated personal emergency evacuation plan for any stakeholders with a disability. Ensure all staff are aware of the plan.	SENDco HT	Ongoing PEEPs to be updated annually - September	PEEPs completed for all stakeholders with physical disabilities and/or SEND.
Improving curricular access					
Adaptation in teaching	SLT to monitor quality of adaptation and provision for SEND/vulnerable learners  Track pupils with SEND	Development Cycles termly include the scrutiny of pupils with SEND and their achievements  Targets set are appropriate for individuals' needs  Support from outside agencies to be sought and recommendations to be implemented and embedded within the classroom environment. APDR cycles are used to support SEND pupils and reviewed on a regular basis through monitoring of IPMs.	HT/Inclusion Team	Termly	Pupils with SEND set appropriate targets, tracked and scrutinized to ensure progression and attainment.

Focused teaching through intervention programmes	Inclusion team to audit provision and impact	Provision mapping to support audit.  Development cycle to focus on systematic use and impact of provision.	Inclusion	Ongoing but formally termly	Pupils with SEND make good progress against targets set.
Classrooms are organised to promote the participation and independence of all pupils	Termly audit to be carried out	Phase reviews 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 Subject leaders	Ongoing	All planned lessons are adapted to ensure accessibility so pupils are engaged and achieve. CSTEP (communication, space, task, equipment, people) considered in all unit plans.
Staff training in the writing and implementation of IPMs and monitoring systems	Inclusion team to lead training either as whole staff or as part of induction of new staff.	Train staff on writing IPMs Monitor IPMs and impact	Inclusion team	Annually or as new staff start	Training programme implemented and followed  Monitoring completed to ensure IPM's written in accordance with pupils needs Track the impact of IPMs
Staff training in supporting pupils with SEND	Training to focus on key areas identified as a school	Staff training on:	Inclusion team	Ongoing	Training programme implemented

		ASD SP/Lag Dyslexia Dyspraxia Hearing/visual impairment			and followed Outside agencies invited to train staff Learning walks identify that staff are using strategies provided to support SEND pupils
Planning	Identify any accessibility difficulties/potential barriers to learning and seek support form PD outreach or other professionals, where required.	Ensure children are able to access all aspects of the curriculum (CSTEP)	Inclusion lead SLT	Ongoing	PD outreach assessed accessibility at the swimming pool to ensure appropriate support, where required, is available.
Curriculum	Teachers will identify and implement a range of strategies to support memory and retention	Staff training on a range of strategies that include: <ul style="list-style-type: none"> <li>• Communication in print</li> <li>• Dual coding</li> <li>• Explicit teaching of vocabulary (word aware/concept cat/pedagogy of language)</li> </ul>	SLT	Ongoing	Teachers will support children using a variety of techniques such as dual coding in order to support memory and retention
Improving delivery of information to pupils with additional needs and their parents/ carers					
Availability of written material in	Different formats available if required	Ensure school is aware of services available for	Admin staff	Ongoing	School can provide written material in



alternative formats when specifically requested		converting written information into alternative formats			alternative languages/spoken or in braille (outside agency)
Review documentation on website to check accessibility for parents with English as an additional language	Ensure accessibility for parents with EAL – provide translation	Parents to be provided with different formats when requested.	Admin staff	Ongoing	Documentation on website can be changed to an alternative language or be verbally relayed
Use of Immersive Reader on Word, where required	Ensure accessibility for parents/ stakeholders	Parents to be provided with assistive technology where requested	Admin/ IT staff	Ongoing	Documents can be copied into Immersive Reader
Use of British Sign Language when required	Full time BSL TA to support key pupils.	Teacher of the Deaf to provide stake holders with half termly support.  BSL TA to provide support for parents	SENCo Teacher of the Deaf	Ongoing	BSL is successfully embedded within teaching to ensure that children are able to access the curriculum.  Parents are supported in using BSL within the home environment

## MONITORING ARRANGEMENTS

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo and headteacher and approved by the chair of the Local Governing Body.

## 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
- Special educational needs policy
- Supporting pupils with medical conditions policy
- **Child on Child Abuse Policy**
- **Pastoral Handbook**

