

Accessibility Plan



**The Carlton
Academy**

Approving Body	Headteacher
Date Approved	May 2025
Version	V.01
Review Date	May 2028
Legislation	Equality Act 2010, Disability Discrimination Regulations 2005

Introduction

The Special Educational Needs 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 favourably 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 of the Governing Body of the Academy 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

Physical environment

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.

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 Facilities Manager and Business Manager regularly.

This Accessibility Plan will be published on the school website and should be read in conjunction with the following school policies:

- Behaviour Policy
- Curriculum Policy
- Emergency Plan
- Equal Opportunities Policy
- Health and Safety Policy
- Academy Improvement Plan
- Special Educational Needs Policy

Action Plan

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Curriculum Increasing the extent to which students with disabilities can participate in the curriculum.	Provide training for staff on skills and knowledge in supporting students with SEND and their welfare in the classroom.	SENCO	Inset day on the first day of the academic year. Staff meetings / briefings through the year.	All staff awareness of students with disabilities
	Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for students with additional needs.	Assistant Head Teacher Curriculum & Head of Faculties	Ongoing	Student outcomes
	Ensure any students with a disability are clearly identified on the Learning Plans on Edukey.	SENCO / Head of Faculties	Ongoing through the academic year.	During QA staff are observed of being aware of understanding, and accommodating, the needs of students with SEND. All staff to read and familiarise themselves with the students they teach with disabilities.
	Appropriate use of technology to assist students with their work.	Head of Faculty	Ongoing	Students who require the use of technology and aids will be provided with it during lessons.
	Appropriate use of specialist equipment & resources tailored to the needs of the students who require support to access the curriculum.	Class teacher / SENCO / Operations Manager	Ongoing	Specialist equipment will be observed being used in relevant lessons.
	Creation of best practice for how to create an accessible classroom including tips for Hearing and Visually Impaired students and students with disabilities.	SENCO / HOF	Ongoing	Classrooms will be accessible to meet the needs of students with disabilities.
	The curriculum is reviewed to ensure it meets the needs of all students.	Assistant Headteacher - Curriculum	Ongoing	Assistant Head Teacher - Curriculum will review the curriculum to ensure it is meeting the needs of all students.

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Environment To improve the physical environment of school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.	Accessible toilet with grab rails fitted to at least one toilet cubicle around school and identified discreetly.	Site Manager	Complete	Site audit
	Ensure the environment is adapted to the needs of students as required: • Lift and ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at accessible height • Visual Aid markers on steps • Manual handling aids in place to support staff and pupils • Working with external partners who specialise in accessibility to ensure all practicable adjustments are made	Site Manager / Operations Manager / SENDCO	Ongoing	Site adaptations are put in place to support pupils
Information Improving the availability of accessible information to students with disabilities.	Detailed Individual Health Care Plans to be written for all students with a medical condition. This is to be reviewed annually by parents. Staff are informed of any changes to medical plans as applicable.	Student Receptionist	Annually	Students with medical needs will have an Individual Health Care Plan which has been agreed with parents and reviewed annually.
	• Staff to consider seating plans when seating students and base on any needs.	Classroom teachers, TAs	At the start of the academic year and if any new students join the class or a student has a change in need.	

Review

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher, SENCO and Senior Leadership Team.