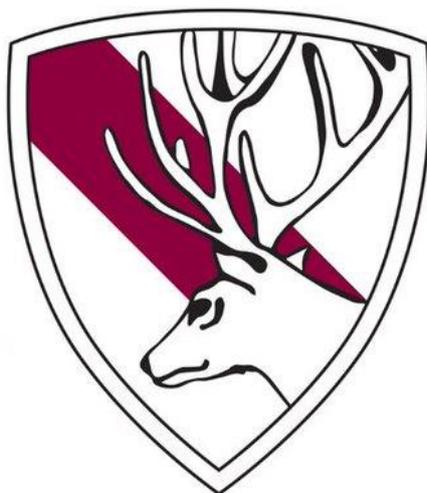




Accessibility Plan



The Carlton Academy

APPROVING BODY	Headteacher
DATE APPROVED	April 2022
VERSION	V.01
SUPERSEDES VERSION	All previous versions
REVIEW DATE	April 2025
LEGISLATION	The Equality Act of 2010, SEND Code of Practice, Disability Discrimination Regulations 2005.

Accessibility Plan

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

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:

1. Not to treat anyone with a disability less favourably for a reason related to their disability.
2. To make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled pupils.

Key Principles

All disabled children should have access to education.

The Carlton Academy has adopted this Accessibility Plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged and/or supported.

This plan will run from May 2022 to May 2025.

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our Special Educational Needs Policy for an outline of our full provision to support pupils with SEND. This can be found on the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND.

Progress on these measures will be updated annually and reported to the governing body.

Action Plan

Aim	Actions	Person Responsible	Date To Complete Actions By	Success Criteria
<u>Curriculum</u> 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 Headteacher Curriculum & Head of Faculties	Ongoing	Student outcomes
	Ensure any students with a disability are clearly identified on the SEND register	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.

Aim	Actions	Person Responsible	Date To Complete Actions By	Success Criteria
	The curriculum is reviewed to ensure it meets the needs of all students.	Assistant Headteacher - Curriculum	Ongoing	Assistant Headteacher-Curriculum will review the curriculum to ensure it is meeting the needs of all students.
<p><u>Environment</u></p> <p>To improve the physical environment of school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.</p>	<p>Accessible toilet with grab rails fitted to at least one toilet cubicle around school and identified discreetly.</p>	Site Manager	completed	Site audit
	<p>Ensure the environment is adapted to the needs of students as required:</p> <ul style="list-style-type: none"> • 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
<p><u>Information</u></p> <p>Improving the availability of accessible information to students with disabilities.</p>	<p>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</p>	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 school Governing Body, SENCO and Senior Leadership Team.