Carrwood Primary School

Accessibility Policy

Date:	**March 2024**
Review Date:	**March 2027**

ACCESSIBILITY POLICY AND ACTION PLAN

Carrwood Primary School is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 pupil

Carrwood Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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.

Links with other policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- School's Curriculum
- Special Educational Needs and Disabilities Policy
- Positive Behaviour Plan
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement
- Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

The governing body will approve this policy.

Declaration of Responsibility

This Accessibility Policy and Plan was formally adopted by Carrwood Primary School

Chair of Governors .....

Date .....

Renewal Date .....

Carrwood Primary School Accessibility Plan 2024 - 2027

Introduction

This Accessibility Plan has been drawn up in compliance with current legislations and requirements under the Disability Discrimination Act and the Equality Act 2010. Carrwood Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers, Governors, volunteers, service providers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We believe that children should feel happy, safe and valued so they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. Attached is a set of action points showing how the school will address the priorities identified in the plan.

1) Improving the curriculum access at Carrwood Primary School

Objective	Actions	Resources	Timescale	Success Criteria	Person Responsible
Prepare for new intake of pupils into Foundation stage each year	Liaise with parents and previous educational settings to identify pupils who may need adapted or additional provision. Liaise	May vary depending on cohort	Ready for the intake of any new pupil to the school.	Provision set in place when pupil starts school. Staff aware of pupils individual needs so that all pupils will have the	SLT, Phase Leaders, Teachers, Admin staff

	with external agencies, medical professionals, pre-school settings prior to starting foundation stage.		By September each Year.	range of resources needed to access the curriculum.	
Increase access to the curriculum	Pre-learning of specific topics for children who require repeated activities to be able to embed their learning Use of 1:1 adults where appropriate (for children with EHCPs or key learning needs) Resources to be used specifically for children's specific needs Key planning/risk assessments completed surrounding Enrichment Provision/trips so all children can be included.	Resources promptly sought/ordered where needed and training completed Risk analysis of areas of the school grounds. Action taken in advance of activity.	On-going throughout the year as needs arrived.	Children will have the range of resources needed to be able to access the curriculum and any enrichment activities.	SENCOs All teaching and support staff
Ensure the attainment gap between pupil with SEND and those without SEND is rapidly reduced whilst ensuring the highest achievement of the most able.	Continue to identify key children who may need specific support and continue to undertake an audit of their specific needs and any relating staff training requirements. All Teachers and any cover staff (including supply teachers) who are new to school are aware of early	Training by outside agencies/Bradford schools	On-going throughout the year as needs are identified or new staff join the school.	All staff are able to meet the requirements of all children's needs with regards to accessing the curriculum	SLT, Governors, Class teachers, Phase leaders, SENDCOs

	identification and know procedures if they have concerns. All teachers and any cover staff (including supply teachers) who are new to school are made fully aware of the additional needs of the pupils in their classes and how to meet the needs of these pupils.				
Raise the awareness of adults working in the School on the importance of good communication systems	Continue to use and revise as needed the Elklan strategies – focussing on the Blank Language Scheme and questioning Continue to use Wellcomm to support and identify early communication needs Use SCIL Team strategies to support pupils' communication and curriculum access in classrooms Continue to develop the communication strategies highlighted by SALT for pupils who are pre-verbal in both our RP and	Staff complete Blank training where needed – teachers and non-teaching staff including lunchtime supervisors. WellComm resources Communicate In Print visuals Objects of Reference Makaton Training and resource development	Training delivered on Blank questioning to all new staff upon appointment Spring 2025 Autumn 2024 Autumn 2025	Pupils with SLCN needs are identified early and can communicate effectively with all members of school staff and can access all resources in all classroom areas across school. Staff are well equipped to diffuse behavioural challenges both inside and outside the classroom by questioning more effectively. All staff will be able to use Makaton signs to communicate effectively with all pupils with SLCN.	SLT, SENDCOs, all staff

	Mainstream settings – consistent approach to objects of reference, consistent use of visuals throughout school (Communicate In Print), Makaton signs. Whole school staff training on Makaton				

2) Improving the Physical Access at Carrwood Primary School

Objective	Actions	Resources	Timescale	Success Criteria	Person Responsible
Increase access to the physical environment	The school will take account the needs of pupils 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 colour schemes, clear signage and more accessible facilities and fittings. Ensure pathways of travel around the school site and parking arrangements are	Resources to be ordered where needed. Review all signage and upgrade signage accordingly.	Ongoing Lighting to be completed by Summer 2025 Colour schemes to be completed by Summer 2024	Children and adults with physical difficulties will benefit from a more inclusive school and environment. Visually impaired pupils and parents can access all areas of the school site safely and easily.	Site manager, SLT, SENDCos, Class teachers

	safe; routes are logical and well signed.				
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments where necessary. Liaise with external agencies/specialists Service specialised equipment within recommended timescales. Identify any training needs. Ensure that actions, including emergency evacuations procedures are clear.	Personalised risk assessments PEEP plans	Ongoing	Pupils and visitors can access all areas of school and are safe in times of evacuation	SENDCO, Class teachers, Specialist teachers/medical professionals, Office Manager
Further develop the sensory room in the Resourced Provision to meet the needs of the pupils both in the Resourced Provision and within the mainstream school.	Source suitable sensory resources following the completion and reviews of sensory profiles and/or from reports from professionals such as OT and SCIL team. Obtain quotes for installation of specialist sensory equipment (e.g. wall padding, bubble tubes, specialist lighting features)	Budget planning Company quotes Sensory profiles and professional reports	Summer 2025	Children with sensory needs will benefit from an area to go to regulate and meet their sensory needs. Children with sensory needs will be able to access the curriculum with the resources required for sensory regulation.	SLT, Trustees, Governors, RP lead

3) Improve the delivery of written information at Carrwood Primary School

Objective	Actions	Resources	Timescale	Success Criteria	Person Responsible
Improved access to written information for pupils, parents and visitors	Offer (and create if needed) information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Resources to be ordered where needed Alternative formats discussed/sourced if needed	Summer term 2024 Annually by Spring term	All pupils/visitors of the school can access information in a suitable format to suit their needs	SLT, SENDCos, Office staff, Class Teachers
Ensure documents are accessible for pupils with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	In place & ongoing	Pupils able to access all school documentation	SLT, SENDCos, Office staff, Class Teachers