



Accessibility Plan

2023 - 2026

Last Updated: May 2023

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The Accessibility Plan 2023-2026

Statement of intent

This plan outlines how Carville Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.

- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Arrangements Policy
- Relationships Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy

- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing body will undertake an Accessibility Audit prior to review the Accessibility Plan. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Monitoring and review

This plan will be reviewed every three years by the governing body and headteacher. The next scheduled review date for this plan is in **July 2026**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

The Accessibility Plan 2023-2026

Planning Duty 1: Curriculum						
Issue	Actions	By Whom	By When	Outcome / Milestones	Review	S/M/L Term
There is an inconsistent approach across school to the adaptation of lesson planning to ensure all children can participate	CPD programme ensures staff are trained on the adaption of the curriculum and learning environment.	Senior Leadership Tem (SLT) / SENDCO	July 2023	INSET has been provided to train staff on adaptation	Autumn 2023	Short Term
	Planning systems and process are adapted to ensure that Inclusion and accessibility is incorporated into the planning process	Teachers, SENDCO	September 2023	Staff are more confident in adapting lesson planning to ensure that their lessons are accessible for all	Spring 2024	Short Term
	Adaptations to the curriculum and learning environment is incorporated into the monitoring of quality of education cycle in line with the School's Improvement Plan	SLT	September 2023	There is a consistent approach to adaptation across the whole school which allows all children to participate at all times and reach their full potential	Spring 2024	Short Term

<p>Staff are not always clear that all children are included in lessons and group work</p>	<p>INSET provided to develop staff knowledge of adaptation to ensure participation of all during lessons and group work</p> <p>Adaptations to the curriculum and learning environment is incorporated into the monitoring of quality of education cycle in line with the School's Improvement Plan</p>	<p>SLT / SENDCO</p> <p>SLT</p>	<p>September 2023</p> <p>September 2023</p>	<p>Staff are more confident at demonstrating inclusion and participation of all children in lessons and group work</p> <p>School leaders can more confidently illicit evidence of adaptation and inclusion in lessons and group work</p>	<p>Spring 2024</p> <p>Spring 2024</p>	<p>Short Term</p> <p>Short Term</p>
<p>Teaching Assistants are not always used effectively when supporting</p>	<p>INSET provided to develop staff knowledge of effective use of Teaching Assistants</p> <p>Effective use of Teaching Assistants is incorporated</p>	<p>SLT / SENDCO</p> <p>SLT</p>	<p>December 2023</p>	<p>Staff are more confident in deploying Teaching Assistants more effectively to support children with SEND</p>	<p>Summer 2024</p>	<p>Medium Term</p>

children with SEND	into the monitoring of quality of education cycle in line with the School's Improvement Plan		December 2023		Summer 2024	
The school needs to develop its processes for seeking pupil, parent and staff voice in relation to accessibility	School leaders to review processes for seeking feedback about accessibility from children, parents and staff	SENDCO / Senior Leadership Tem (SLT)	December 2023	The system in place for regularly seeking feedback from children, parents and staff in relation to accessibility is more robust	Spring 2024	Medium Term

Planning Duty 2: Physical Environment

Issue	Actions	By Whom	By When	Outcome / Milestones	Review	S/M/L Term
School leaders are not clear if external and	Audit of external and internal ramps and steps	Head Teacher, School Business	July 2023	External and internal ramps have handrails on at least one side.	Autumn 2023	Short Term

internal ramps and steps are fully accessible		Manager (SBM), Site Manager		School leaders are confident that ramps are slip resistant, adequately lit and identifiable		
School leaders are not clear if corridors and lighting is accessible for those with visual impairments	Audit of corridors and lighting	Head Teacher, SBM Site Manager	December 2023	<p>School leaders are confident corridors and lighting is accessible for those with visual impairments.</p> <p>There are visual and tactile clues to help children, staff and visitors orient themselves in passageways.</p>	Spring 2024	Medium Term
School leaders are not clear on how the environment is accessible to those with auditory impairments	Audit of the school's system for the maintenance of induction loops and couplers in the corridors, assembly / dining halls and telephones	Head Teacher, SBM Site Manager	December 2023	<p>School leaders and staff are all aware of the school's systems for ensuring auditory accessibility throughout school.</p> <p>There is clear signage indicating where induction</p>	Spring 2024	Medium Term

				loops and couplers are available.		
The school's main Reception area needs to be developed to ensure accessibility for all	School leaders to complete an audit of the Reception environment to identify accessibility gaps and implement strategies to resolve these (see milestones)	Head Teacher / SENDCO / SBM / Site Manager	July 2024	<p>Signage in the Reception area is accessible to all (from both seated and standing positions)</p> <p>The Reception is clear from obstacles and hazards, with a system in place to minimise hazards caused by deliveries</p> <p>Reception fixtures can be used at both a seated and standing height</p> <p>The school has aids in place to help people navigate the building which have been adapted for use by those with disabilities</p>	Autumn 2024	Long Term

Planning Duty 3: Information

Issue	Actions	By Whom	By When	Outcome / Milestones	Review	S/M/L Term
Effectiveness of evacuation and lockdown procedures for those with SEND and disabilities is unclear	School leaders to review effectiveness of its evacuation and lockdown strategies for SEND	Head Teacher, Site Manager	September 2023	School leaders are clear on accessibility gaps in evacuation procedure and have plans in place to ensure these are plugged. Evacuation strategies for those with SEND and disabilities have been communicated to all staff	Spring 2024	Short Term
The school's emergency exit signs are not suitable for everyone	School leaders to complete a review of Emergency exit signage	Head Teacher, Site Manager	December 2023	The school has implemented a simplified visual aid demonstrating emergency exit routes	Spring Term 2024	Medium Term

<p>The school is unclear whether access to all forms of information is accessible to all</p>	<p>School leaders to complete an audit of all information and delivery procedures – including ‘hidden disabilities’ such as autism and dyslexia</p>	<p>SLT, SENDCO</p>	<p>July 2024</p>	<p>School leaders are fully aware of accessibility gaps to its information and delivery procedures</p>	<p>Autumn 2024</p>	<p>Long Term</p>
<p>Information is not accessible to children and adults with visual and auditory impairments</p>	<p>Accommodations have been made for large print, alternate colour or tactile versions of information</p> <p>Seek advice from external providers and specialists on adapting school signage to increase accessibility</p> <p>Ensure audio versions of information is available</p> <p>Staff have been trained to communicate with those with sensory disabilities during open days and events</p>	<p>SENDCO</p> <p>SENDCO</p> <p>SENDCO</p>	<p>July 2024</p> <p>December 2024</p> <p>March 2025</p> <p>July 2025</p>	<p>Information is fully accessible to all those with visual impairments</p> <p>Signage to be adapted to take into account of those with visual impairments, including colour blindness</p> <p>Information is fully accessible to all those with visual impairments</p> <p>Staff are confident in communicating with those with sensory disabilities</p>	<p>Autumn 2024</p> <p>Spring 2024</p> <p>Summer 2024</p>	<p>Long Term</p> <p>Long Term</p> <p>Long Term</p>

		SENDCO		during open days and events	Autumn 2025	Long Term
The school website is not accessible to everyone	Review and audit of website accessibility	Headteacher	September 2023	School leaders are aware of the website's accessibility gaps	Autumn 2023	Short Term
	Seek advice from external providers to ensure accessibility to website are plugged.	Headteacher	January 2024	Website is fully accessible, including translation features and audio reading	Summer 2024	Medium Term