



ACCESSIBILITY POLICY

2022-2025



CARLETON PARK JUNIOR & INFANT SCHOOL



Accessibility Policy and Accessibility Plan

Vision Statement and Legal Requirements

At Carleton Park J & I School we provide for a range of SEND needs. All schools and local authorities need to carry out accessibility planning for the provision and access of disabled pupils. This is a requirement as required by the Disability Discrimination Act which has been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the school to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The Accessibility Plan and the school's action plan forms part of the Disability Equality Scheme and sets out how the school will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the school has had key duties to follow, including:

- Not treating disabled pupils less favourably for reasons relating to their disability;
- Making reasonable adjustments for disabled pupils so they are not at a substantial disadvantage;
- Planning to increase the access to education for disabled pupils. This plan sets out to meet the requirements by:
 - Increasing the extent to which disabled pupils can access the school curriculum;
 - Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education;
 - Improving the availability of accessible information to disabled pupils.

Carleton Park J&I School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Carleton Park J&I School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.



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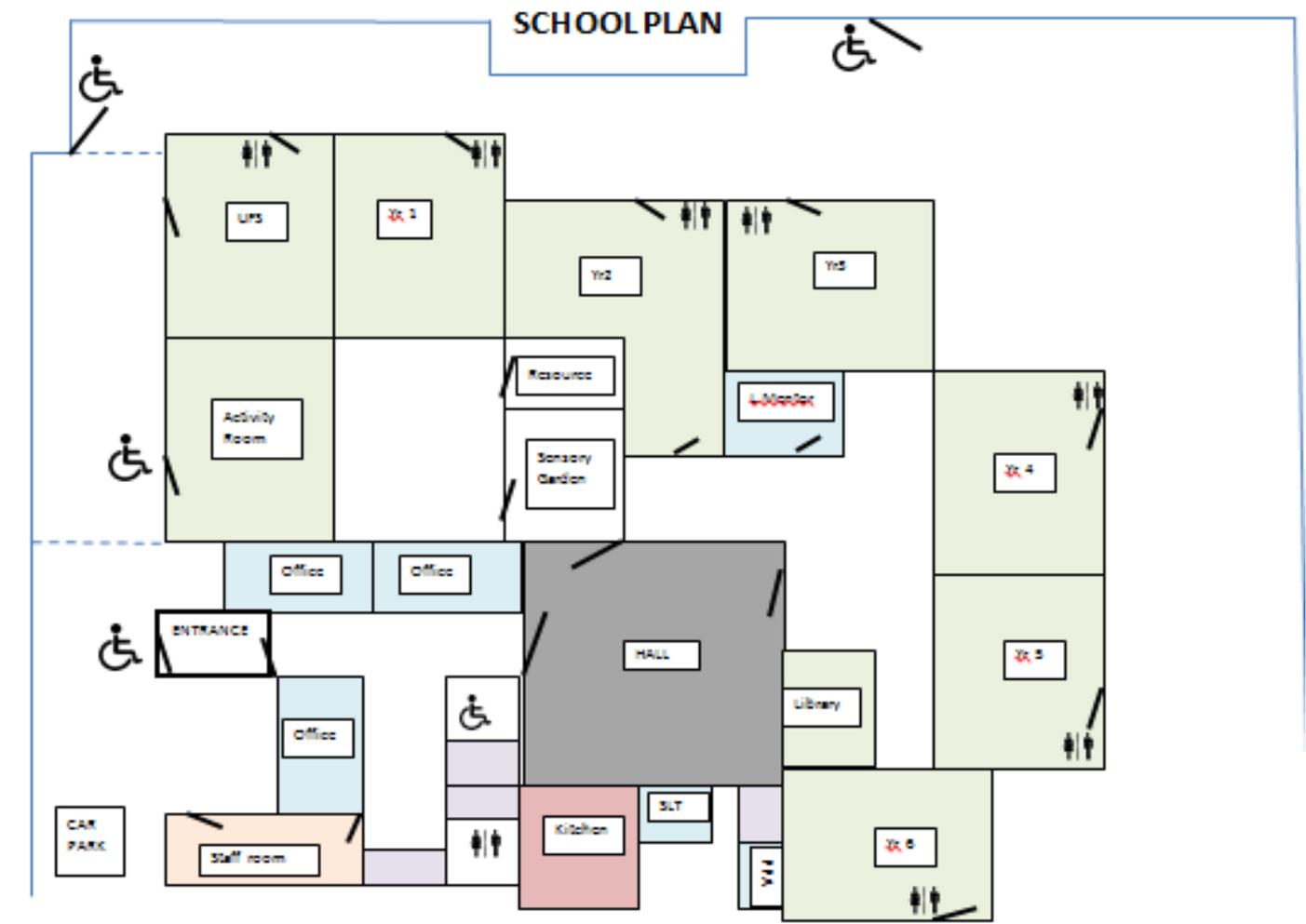
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

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

- Behaviour Policy,
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

Current School Plan:





Our Children

The children in our school are at the very centre of school life. We want them to feel welcomed, safe, secure and part of our school family. They need to experience excitement, fun, enjoyment and challenge, so we provide a broad and balanced curriculum to meet these needs. Children are expected to work hard and achieve the very best they are able to.

We want our children to be able to communicate, respect and value all of those around them, regardless of age, background, culture and belief and so we encourage and expect good manners, behaviour and conduct.

We want our children to have good memories of their time at Carleton Park, but also to take away with them achievement, confidence, respect for and tolerance of others and above all, curiosity – the vital ingredient that turns ability and application into real achievement.

Monitoring Procedures

This Accessibility Plan is reviewed termly by the SENCo and the Senior Leadership Team. Further revisions are made every three years following consultation with the wider school community, school council and parent questionnaires.

It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Appendix 1 is the action plan which has been created to structure the improvement in the provision for disabled pupils.

The Plan's Focus

As part of the action plan, the physical environment and the external areas of the areas and buildings have also been reviewed. Carleton Park J & I School intends to make continuous upgrades and adaptations to meet the needs of all children and to ensure that every child can access all aspects of the education offered as part of the curriculum.

To improve the delivery of information to disabled pupils, Carleton Park will continue to use the services offered by Wakefield Local Authority to convert written information into alternative formats. Consideration is also taken when sending letters home. As well as supporting physical access to the building and the curriculum, the school works closely with additional specialist services to support learning difficulties, including:

- Communication and Interaction Team (CIAT)
- Visual Impairment Advisory and Support Service (VI)
- Occupational Therapists and Physiotherapists (OT)
- Speech and Language Therapy (SaLT)
- Behaviour and Exclusion Support Team (BEST)
- Educational Psychologist Service (EPS)

Training

Where appropriate, the school gives training to all staff who work with SEND children. We try to cater for the training needs of our staff to keep up to date with the most relevant and recent practices. For example, individual teachers and support staff may attend professional development sessions led by external agency professionals, e.g. ASD, visual impairments, dyslexia and attachment. They are also guided and supported by external agencies to implement new strategies and intervention methods.



Supporting the Emotional and Social Development of Pupils with SEND

Children at Carleton Park School are supported in a variety of ways. These include:

Restorative practice Emotional and Behavioural difficulty plans

Small group work Circle time sessions

Our Learning Mentor works closely with children and teachers throughout school to support the former in making appropriate behaviour choices and supporting pupils’ emotional well-being.

A. IMPROVING PHYSICAL ACCESS

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing
2	Wheelchair access to main school building	Maintain low level access to KS1 playground independently	Immediate	High		Ongoing
3	Disabled parking	Spaces to be clearly marked	Quotes to be obtained	Low-sign in place		
4	Disabled Toilet	Consider putting in one as part of future renovations	Ongoing	Low		Completed
5	Changing and Shower					

B. IMPROVING CURRICULUM ACCESS

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing Monitoring	High	SLT release costs	Ongoing



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2	Interventions	Inclusion lead/SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Ongoing Monitoring	High	Resourcing costs of identified areas to develop	Ongoing
3	Classrooms are organised to promote the participation and independence of all pupils	Inclusion lead/SENCO to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing Monitoring	High	Possible resource implications where gaps are identified	Ongoing
4	Staff training in the production, implementation and review of Provision maps and monitoring systems.	Inclusion lead/SENCO for Inclusion to deliver staff training to teaching staff.	Ongoing	High	Not applicable	Ongoing
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Inclusion lead/SENCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Ongoing	High	CPD for AH and SpTA External specialist costs	Ongoing

C. IMPROVING WRITTEN COMMUNICATION

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable	Ongoing
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language as and when the need arises.	Ongoing		Not applicable	Ongoing