



# Accessibility Plan



## Summary:

At Carleton Park 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.

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## Document Control

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## **1. Introduction**

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.

## **2. 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.

## **3. Links to other documents**

This document links to other SEND documents published on the school website including: The SEND report; Local Offer; Managing Medicines Policy and the SEND Policy.

## **4. Monitoring procedures**

This Accessibility Plan is reviewed termly by the SENDCo 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.

## **5. 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 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:

Wakefield Inclusion Special Educational Needs & Disabilities Support Service  
Visual Impairment Advisory and Support Service  
Occupational Therapists and Physiotherapists  
Speech and Language Therapy  
Behaviour support service  
Educational Psychologist Service

## **6. 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.

## **7. 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

We also have a Learning Mentor, **Miss Lauren Crowcroft**, who works closely with children and teachers throughout school to support the former in making appropriate behaviour choices.

**Supporting partnerships to help develop and implement the plan**

See above in **Monitoring procedures** section.

## **8. Handling complaints from parents of children with SEND**

Wherever possible, we ask that parents remain in close contact with the school and the class teacher in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve an issue, parents/carers may access the Pontefract Academies Trust Complaints Procedure, available both on the website of the school and that of Pontefract Academies Trust.

## Section 2: Aims and Objectives

Our aims are to increase access to the curriculum for pupils with a disability, improve and maintain access to the physical environment and improve the delivery of written information to pupils.

### 1. Increase access to the curriculum for pupils with a disability

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
One-page profiles (OPP) Supporting Me To Learn (SMTL)	OPP/SMTL are precise and monitored each term.	Monitor progress Involve agencies Evaluate interventions Collate OPP/SMTL data	Dates organised for data collection and staff to meet with parents as part of PPTM meetings	SENDCo	Each term
Policy and Procedure	SEN policy	SEN policy reviewed and updated each year.	Review and revise SEN policy	SENDCo	Annually
SEN audit	Audit of current practice and interventions in school	Monitor the impact of the interventions in school Data analysis Gather views of the pupils Discuss with members of staff Gather views from parents	Intervention reports completed Seek opinions from parents. Ask SEN children for feedback of provision in school	SENDCo	Each term
Meeting the needs of all pupils	Tracking progress	Audit interventions Interventions run by SEND LSAs following outside agency guidance	Data analysed in termly report Pupil progress meetings SEND and MA register updated each term Interventions monitored	SENDCo	Each term
Intervention tracking	All interventions are appropriate and assessed.	Collect data and intervention impact reports	Feedback from SEN LSAs SENDCo to feedback to staff	SENDCo/Teachers/LSA's	Each term
Staff training	Ensure staff are trained to support pupils in the most effective way Quality first teaching and	Staff to continually develop CPD Shared training with LSAs	Implement where required	SENDCo/Trainers	Link to staff need and development

	support for TAs				
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## 2. Improve and maintain access to the physical environment

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
Appropriate use of the specialised equipment	Laptops to support Fine motor skills Chair wedge for posture Sloping writing boards OT exercises	Children to access appropriate equipment and interventions to meet their needs Interventions to be monitored and impact recorded.	Respond to the recommendations of the professionals and external agencies	SENDCo Class teacher LSAs	Within 2 weeks of guidance received.

## 3. Improve the delivery of written information to pupils

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed
Improved communication with parents	Email system Text service Letters sent home Coffee Mornings	Improve SEND display of leaflets Make staff aware of the services available from the LA	Update and display SEN information and share with parents.	SENDCo	Each term

## **Section 3: Accessibility Audit**

Feature	Description	Actions to be taken	Person responsible	Date to be completed
Number of floors	1			
Feature Corridor access	Keep corridors clear from obstructions.	Keep corridors clear from obstructions.	Caretaker	Ongoing
Lifts	N/A	N/A	N/A	N/A
Entrances				



Wheelchair access to main school building	Maintain low level access to KS1 playground independently	Maintain low level access to KS1 playground independently		Completed
Disabled parking	Spaces to be clearly marked	Spaces to be clearly marked		Ongoing
Reception Areas				
Internal Signage	Fire exit signs clear and exits from the building.	Signage inside to label offices, classrooms, learning areas etc.		Completed
Emergency escape routes	Annual Fire risk assessment		Caretaker	Reviewed annually