



**Carleton Green
Community
Primary School**

Accessibility Plan 2023 – 2024

Aims of the Accessibility Plan

This plan outlines how Carleton Green Community 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 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 must 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.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. 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 board 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.

Planning Day Duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
	Identification of missed learning due to the COVID disruption of the last 3 years	Staff to audit what has been taught and identify opportunities to catch up missed learning	Headteacher, school advisor Teachers	Summer 2023	Staff members have the skills to support pupils with SEND	End of summer 2024
Medium Term	Identification of barriers to learning	Screening for dyslexia	SENDCO	Autumn 2023	Strategies and support can be put in place to ensure pupils can access their learning	Termly at pupil progress meetings
	Staff to have a greater understanding of dyslexia	Staff training on dyslexia and what strategies can help pupils	Teachers SENDCo Specialist support	March 2024	Strategies and support can be put in place to ensure pupils can access their learning. Provision will link to the IEP targets Learning Support Plans	Termly at pupil progress meetings
	To gain further understanding and guidance on helping children with ASC meet the challenges of the curriculum and in supporting their social, emotional and communication needs	Training provided by external agencies. Develop the role of the learning mentor. Work alongside other mentors, access training, build up a bank of social and emotional interventions and means of identifying needs	Learning mentor Teachers SENDCo	Start Autumn 2023	Social and emotional needs are highlighted and targeted through clear assessment and then interventions are in place to help children to self-regulate and access their learning	Termly at pupil progress meetings

Long Term	Education Endowment Federation (EEF) recommendations to be established in mainstream setting	SEND CPD to increase teacher and TA expertise in theories and research that underpin EEF recommendations SENCo to provide guidance in the writing effective targeted learning plans to ensure effective strategies and recommendations of EEF are considered, SEND pupil progress meetings, walkthroughs, book looks to take place to ensure recommendations from the EEF are reflected in our setting	Headteacher, SENDCO Teaching assistants	Spring 2024	Pupils with SEND can access lessons	Summer 2024
-----------	--	---	--	-------------	-------------------------------------	-------------

Planning Day Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Medium Term	Learning environment needs to support pupils who struggle with anxiety and self-regulation	Implementation of visual timetables in all classrooms up to Year 6. Written and shared timetables in Year 5 and Year 6 Regulation stations in classrooms for those pupils who are in need	Teachers SENDCo	Spring 2024	Learning environment is accessible to pupils with visual impairments	Summer 2024
Long Term	Development of a pastoral room	Adapting the SENDCo room into a space that can be used by the family learning mentor	Headteacher SENCo Family Learning mentor	Spring 2024	There is a space in school for pupils when they need to regulate their emotions. A place where pupils can learn about self-regulation and how to manage their emotions and feelings	Summer 2024

Planning Day Duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short Term	Introduction of Class Dojo	Class Dojo will be launched to improve communication with parents and carers and allow key information to be shared quickly via the app	Deputy Headteacher	Summer 2023	Improved access to information for all parents/carers	Summer 2024
Medium Term	New school website	Improvements and changes to current school website to allow easier navigation and documents, key policies and new information to be easily accessible	Business manager Deputy Headteacher Headteacher	Autumn 2- 2023	Improved access to information for all parents/carers	Summer 2024
Long Term	Embed use of Class Dojo and school website as a means of communication	Audit of website Email notification to go out parent/ carers/staff and governors to raise the profile of Class Dojo and website. Regular updates on APP/ Website	Business manager Deputy Headteacher Headteacher	Spring 2024	Website and App are both fully accessible and ensure good communication with our families and the local community	Summer 2024