







# Carr Lodge Academy

## Accessibility Plan

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| <b>Status</b>                         | Statutory  |
| <b>Local Governing Body Committee</b> | Chris Lambert<br>             |
| <b>Responsible Persons</b>            | Ms S Cope- Vice Principal<br> |
| <b>Date the policy was agreed</b>     | November 2023  |
| <b>Review date</b>                    | November 2024  |

| VERSION   | REVISION DATE | REVISED BY | SECTION REVISED                     |
|-----------|---------------|------------|-------------------------------------|
| VERSION 2 | NOV 2020      | S.COPE     | ACTION PLAN ACADEMY SPONSOR DETAILS |

## 1. 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 pupils
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Carr Lodge Academy, the Plan will be monitored by the Principal and evaluated by the Governors.

At Carr Lodge Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan:

- The Carr Lodge Academy Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and the building contractors.
- Other stakeholders, outside agencies and specialists will be consulted once the academy becomes operational.
- The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
- The intention is to provide a projected plan for a three-year period ahead of the next review date.
- The Accessibility Plan is structured to complement and support the academy's Equality Objectives, and will similarly be published on the school website.
- We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- Carr Lodge Academy is committed to providing an environment that enables full curriculum access that 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 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.
- As a new-build academy, we will provide access to disabled pupils, staff and visitors to the academy. Within the given timeframe, we will continue to make reasonable adjustments to accommodate needs where practical, as and when they arise.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. 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.

## 3. Current Range of known Disabilities

There are 2 pupils within the academy who have a Hearing Impairment. There are pupils with moderate and specific learning needs. There are currently no pupils requiring physical adaptations.

## 4. Action plan

| Aim  | Objectives  | Action   | Who       | Date to be completed   | Success Criteria  |
|--|---|--|-----------|------------------------|---|
| <p><b>Increase access to the curriculum for pupils with a disability</b></p> | <p>Resources are used to tailor support for pupils. Resources purchased on a needs basis to support individual need and allow access to the curriculum for all.</p> | <p>Staff training in the production, implementation and review of Provision maps to outline interventions and resources needed to support.</p> | <p>JW</p> | <p>As need arises.</p> | <p>Increase in access to the National Curriculum for all pupils.<br/>Increase staff confidence.</p> |

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|   | <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs with support of the SENCO.</p>   | <p>SENCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary</p> | JW | Ongoing | <p>Staff confident in tailoring curriculum support for individuals with guidance of SENCO and independently.</p>  |
|   | <p>Increase confidence of all staff in differentiation within the curriculum and planning for pupils working on an alternative curriculum program.</p>  | <p>Staff training in supporting pupils with SEND – focused on subject knowledge, strategies and skills.</p>       | JW | Ongoing | <p>Staff become knowledgeable in a range of strategies to support all children with their learning and the resources and techniques available to overcome barriers.</p> |
| <p><b>Improve and maintain access to the physical environment</b></p> | <p>The academy was built in 2015 and currently is fully compliant with the Disability Discrimination Act and Access requirements. Ensuring that the building continues to meet accessibility requirements is the responsibility of Exceed Learning Partnership. The academy will always endeavor to make the necessary adaptations to meet the needs of all pupils and will constantly review the organisation, management and access to all spaces in and around the school.</p> |   |    |         |   |

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| <b>Improve the delivery of information to pupils with a disability</b> | To ensure regular parental communication regarding the progress of pupils with disability;              | SENCO and Class Teacher to be involved in regular review meetings with parents and outside agencies to discuss and update on home and school communication strategies with the pupil. | all Staff | As needed | A deeper understanding of individual needs of all pupils.                 |
|  | To improve staff knowledge of non-verbal communication methods e.g. Makaton.                            | Whole School Makaton Training has taken place- new staff to be trained when needed.   | As needed | As needed | Staff use Makaton as a tool for communicating.                            |
|  | Raising awareness of font size, layout and visual cues that can support pupils with visual impairments. | Training to be given and software to be investigated that support children with VI in reading.  | As needed | As needed | Pupils with VI to be able to access resources and learning appropriately. |
|  | Hearing Loop/Microphone to be used for supporting pupils with hearing impairment                        | Microphone/hearing loop to be accessed where needed.  | As needed | As needed | Pupils with HI to be able to access the learning.                         |

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#### **4. Monitoring arrangements**

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

It will be approved by the governing body and the Head Teacher.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy