



CARLTON
ACADEMY TRUST

Carlton Academy Trust Accessibility Plan

Approved on behalf of trustees:

Roger Butterfield

Date:

September 2023

Next Review Date:

August 2024

Glossary

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|-----------------|---|
| COO: | Chief Operating Officer. |
| HOS: | Head of School. |
| Parents: | Umbrella term also including carers. |
| SENDCO: | Special Educational Needs and Disabilities Coordinator. |

Policy Aims

This policy outlines how the trust aims to increase the extent to which disabled pupils can participate in the curriculum through changes to the physical environment and improving the availability of relevant information to disabled pupils.

This is in accordance with schedule 10 of the Equality Act (2010) and DFE guidance relating to this. The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. 'Long term' is defined as being one year or more, and 'substantial' as more than minor or trivial. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Under the 2010 act, schools are required to make 'reasonable adjustments' for students with disabilities to alleviate any substantial disadvantage they face in comparison with non-disabled students. This may include the provision of auxiliary aids or changes to facilities in accordance with DFE guidance 'Accessible Schools: Planning to increase access to schools for disabled pupils.

The trust also takes all appropriate steps to comply with the provisions of the 2010 Act which state that schools must:

- Not discriminate against disabled students in their admissions, suspensions or exclusions, or provision of education and associated services.
- Not treat disabled students less favourably.
- Take all reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- Publish an Accessibility Policy.

In doing this, the trust recognises and values the input and knowledge of parents in respect of their child's disability and its impact on carrying out routine activities, as well as the rights of them and their child to due confidentiality.

Appendix A: Accessibility Action Plan

| Aim | Strategies | Outcome | Responsible | Success Criteria |
|---|--|---|-------------------|---|
| Disabled students have the appropriate equipment or resources to fully access the school curriculum. | SENDCO to define equipment needed; budget allocation made to purchase relevant equipment. | Provision of appropriate equipment to enable disabled students to fully access the curriculum. | SENDCO, HOS, COO. | Provision of appropriate equipment allows disabled students to fully access the curriculum. |
| Improve and maintain access to the physical environment to enable disabled students to fully access all aspects of school life. | Provision of the following (where relevant) to enable full access: Ramps; lifts; disabled parking bays; disabled toilets and changing facilities, wheelchair accessible library facilities. | Disabled students able to access all aspects of school life. | SENDCO, HOS, COO. | Full participation of disabled students in all aspects of school life. |
| Improve the delivery of information to pupils with a disability. | Use of relevant resources appropriate to perceived needs, such as internal signage, large print resources, braille, induction loops, pictorial representations. | Methodologies introduced which effectively cater to the disability needs of all individual students according to their specific requirements. | SENDCO, HOS, COO. | Effective communication with disabled students so they can fully access school life. |

Appendix B: Accessibility Audit

| Feature | Description | Actions | Responsible |
|--|--|--|------------------|
| Lifts | Availability of lift access to help take relevant disabled students/staff/visitors to different levels on multi-floor building. | Ensure provision in multi-level buildings | COO |
| Provision of Disabled Parking Bays | Disabled parking bays close to all school site entrances to enable disabled students/staff/visitors' easy access to the site. | Ensure sufficient number and siting of appropriate disabled parking spaces at all trust sites. | COO |
| Entrances | All school site entrances are clear and facilitate the entrance of all disabled students/staff/visitors. | Ensure all school entrances can accommodate easy access of disabled students | SENDCO, COO |
| Ramps | Provision of ramps in appropriate locations around school sites to enable full access to buildings for disabled students/staff/visitors. | Audit of sites and consequential appropriate provision of ramps to enable full disabled access | COO |
| Toilet and Washing Facilities | Provision of disabled toilet and washing facilities according to the needs of students, staff, and visitors at the school. | Establish whether facilities are appropriate to current student needs | SENDCO, COO |
| Signage | Provision of appropriate signage around the school site to enable disabled students/staff/visitors to fully access the buildings and all aspects of school life. | Audit of all school sites to ensure they have appropriate signage according to the current needs of students | COO |
| Emergency Escape and Evacuation procedures | Provision of emergency evacuation procedures and routes to ensure the safe and timely evacuation of disabled students/staff/visitors in the event of an emergency. | Ensure there are effective emergency and evacuation procedures to cater for all students/staff/visitors to the school. | SENDCO, HOS, COO |