



Carbeile Junior School

Accessibility Plan 2015



TJC – April 2015

1. Introduction

Carbeile Junior School has the highest ambitions for all its pupils and expects everyone including pupils with individual needs, to participate fully in all aspects of school life. The school sets challenging, but suitable learning objectives, responds appropriately to individual needs and strives to overcome potential barriers in every area of the school.

Everyone at Carbeile Junior School is aware that they have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Key Action Points

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Ensure 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

3. Management & Implementation of the Plan

We will ensure that:

- Staff are aware of their responsibilities under the Equality Act.
- The Accessibility Plan forms part of school development.

- The governing body monitor implementation through the Headteacher’s Report, governor visits and the SEND governor.
- Accessibility always features within planning processes including premises development, curriculum planning and repairs and maintenance.
- Evaluation of the Plan looks at what the school has implemented and what effect those measures have had.
- The governing body reports to parents via the school prospectus and annual report.

4. Related Documents

Equalities
SEND
Children in Care
Child Protection & Safeguarding
Health & Safety

5. Policy Review

We will review this policy bi-annually unless earlier revision is required. These documents will be stored as a paper copy by the Clerk and electronically by the Senior Administration Officer and Clerk.

Next review: Summer 2017

Signed Headteacher: Mr P Hamlyn

Signed Chair of Governors: Mrs D Wilkinson

Date: 7th May 2015

ACCESSIBILITY PLAN

Targets	Strategies	Outcome	Time Frame
Equality & Inclusion			
Accessibility & Equality Statement reviewed by governors annually.	Clerk to Governors to add to meeting agenda Review policies.	Adherence to current legislation.	Annually
Raise awareness of equality & disability issues.	Discuss with staff & governors. Provide training to staff & governors. Discuss in assemblies. Distribute policies.	Whole school community becomes aware of accessibility and adherence to current legislation.	Ongoing
Review Inclusion & Equal Opportunities by recording evidence from key stakeholders.	Survey completion and analysis.	Obtain feedback to improve accessibility, understanding and pupil progress.	Every 4 years
Physical Environment			
Ensure all areas of the school and grounds are accessible to all children and adults.	SEND staff & governors to audit school and grounds.	To inform building & site improvements to facilitate ease of access to all.	Termly

Ensure all proposed improvements are accessible to all.	Ensure person responsible for ensuring compliance with building regulations regarding accessibility.	All improvements are accessible to all.	Ongoing
Curriculum			
Continue training for teachers and support staff on different aspects of SEND including differentiation.	Review the needs of children with individual needs and provide relevant training.	All staff are competent with issues related to accessibility and inclusivity.	Ongoing
Ensure all activities, trips & visits are available to all pupils.	Check all out of school provision during planning.	All activities, trips & visits are fully inclusive.	Ongoing
Classrooms are optimally organised and all appropriate additional equipment is provided.	Review and implement layout of furniture and equipment.	Promote participation and independence of all pupils and adults alike. Lessons start on time and progress is made.	Ongoing
Access arrangements in place when taking tests etc and additional support provided when required.	SENDCo and class teacher to ensure appropriate testing and support provided.	Individual needs are met and barriers to achieving their full potential are removed.	Ongoing
Written/Other Information			
Make available to stakeholders, key information in alternative formats.	Utilise newsletters, telephone, social media, website and face to face invitations to improve communication. Investigate other services for producing information in alternative formats if requested.	High standards of communication.	Ongoing
Availability of written material in alternative languages.	Utilise support from EAL Team.	School information is available to all.	Ongoing
Improve communication for any hearing impaired member of the school community.	Ensure that staff understand the exact needs of the individual. Ensure that the correct support and facilities are available. Regularly check the progress of a child's learning. Review strategies if required.	Pupils and parents that are hearing impaired have good access to information and/or curriculum.	Ongoing