

Carlton Digby School



Accessibility Policy and Plan

2025 – 2028

Head Teacher Signature:	<i>Naomi Boulter</i>
Chair of Governors Signature:	<i>Judith Lee</i>
Date of Policy:	10.10.2025
Date Adopted:	02.12.2025
Review Date:	October 2028

1. Introduction

Carlton Digby School is committed to providing an environment in which all pupils, staff, parents, carers, and visitors feel valued, respected, and included.

We recognise our duties under the Equality Act 2010 to ensure that all members of our school community have equal access to education, information, and opportunity. This policy and plan should be read in conjunction with the Equality Policy.

This policy outlines our commitment to increasing accessibility for pupils with disabilities, ensuring that they can participate fully in the curriculum, access the physical environment safely and confidently, and receive information in formats they can understand.

2. Legal Framework

This Accessibility Policy and Plan are prepared in accordance with:

- The Equality Act 2010 (Schedule 10: Accessibility for disabled pupils)
- The Public Sector Equality Duty (s.149, Equality Act 2010)
- The Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (updated 2024)
- The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018
- Health and Safety at Work Act 1974
- Building Bulletin 102: Designing for disabled children and children with special educational needs

3. Aims

Through this policy and the accompanying Accessibility Plan, Carlton Digby School aims to:

- 1. Increase the extent to which pupils with disabilities can participate in the curriculum by removing barriers to learning and ensuring appropriate support, differentiation, and inclusive teaching practice.**
- 2. Improve the physical environment of the school to ensure safe, equitable, and dignified access to facilities and learning spaces.**
- 3. Improve the availability of accessible information so that pupils, parents, carers, and staff can access communication in a way that meets their individual needs.**

These aims reflect our core values of ‘Together We Achieve’.

4. Principles and Commitments

Carlton Digby School is committed to:

- Promoting equality of opportunity for pupils with disabilities.
- Anticipating and removing barriers rather than reacting to them.
- Involving pupils and parents in identifying accessibility priorities.
- Embedding inclusive practice throughout teaching, communication, and the environment.
- Reviewing and updating the Accessibility Plan to monitor impact and ensure continuous improvement.

5. Scope

This policy applies to all areas of school life, including:

- The taught curriculum and enrichment activities
- Physical access to classrooms, specialist areas, and outdoor environments
- School information and communication (including digital, written, and verbal formats)
- Recruitment, employment, and staff training

6. Monitoring and Review

The Head Teacher and Governing Body are responsible for the implementation and monitoring of this policy.

The Accessibility Plan will be reviewed annually by the Head Teacher and the policy will be updated and approved by Governors every three years.

The plan will be published on the school website and made available in alternative formats upon request.

7. Accessibility Statement (for publication on website)

Carlton Digby School is committed to ensuring that our website and all digital communications are accessible to everyone, regardless of technology or ability.

We actively work to ensure that our site complies with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard.

We aim for our digital content to be:

- Perceivable – information and components are presented in ways that can be perceived by all users.
- Operable – interface elements and navigation are usable by everyone.
- Understandable – content is clear, structured, and easy to follow.
- Robust – content is compatible with assistive technologies.

If you encounter any accessibility barriers or require information in an alternative format (e.g. large print, symbol-supported, audio, or translated), please contact:

Office Email: office@carltondigby.notts.sch.uk

Telephone: 0115 9568289

Address: Carlton Digby School, 61 Digby Avenue, Mapperley, Nottingham, NG3 6DS

We will aim to respond to all accessibility requests within five school days.

8. Related Policies and Documents

- Equality Policy and Objectives
- SEND Policy
- Health and Safety Policy
- Curriculum Policy
- Risk Assessment and Premises Management Procedures
- Complaints Policy

9. Accessibility Plan

Objective 1: Increase the extent to which pupils with disabilities participate in the curriculum

Target	Strategies to Meet Target	Success Criteria (Aligned to Target)	Staff Responsible
1.1 Deliver a highly differentiated and ambitious curriculum that enables every pupil to access learning and make meaningful progress	<ul style="list-style-type: none"> Review and adapt curriculum pathways (Pre-Formal, Informal, Semi-Formal) as required to reflect pupils' needs, aspirations, and EHCP outcomes. Implement adaptive teaching approaches that remove barriers to engagement. Use pupil progress data, observation, and pupil voice to evaluate access and achievement. 	<ul style="list-style-type: none"> All pupils access learning at an appropriate cognitive and developmental level. Curriculum intent, implementation, and impact demonstrate clear alignment with EHCP outcomes. Assessment evidence shows sustained or accelerated progress relative to starting points. 	AHT All Class Staff
1.2 Ensure learning environments and resources are fully accessible, enabling active participation and independence	<ul style="list-style-type: none"> Audit classrooms and specialist spaces for physical and sensory accessibility as required. Adapt resources using symbols, objects of reference, visuals, or assistive technology as appropriate. Provide staff training in sensory-aware classroom practice and assistive communication. 	<ul style="list-style-type: none"> Accessibility audits evidence inclusive environments across all learning areas. Pupil engagement data and observation show high levels of participation and independence. Staff feedback reflects increased confidence in removing barriers to learning. 	DHT All Staff Subject Coordinators
1.3 Promote communication and interaction for all learners through a total-communication approach	<ul style="list-style-type: none"> Continue to have a consistent use of symbols, Makaton, AAC, communication boards, and eye-gaze systems. Provide ongoing CPD and peer coaching on communication support. Include communication development in curriculum planning and target-setting. 	<ul style="list-style-type: none"> Communication systems are evident in all classrooms and shared areas. Pupil voice is captured and acted upon in reviews and curriculum planning. Monitoring shows progress in expressive and receptive communication across pathways. 	AHT All Class Staff
1.4 Ensure enrichment and off-site experiences are inclusive and accessible to all pupils	<ul style="list-style-type: none"> Plan enrichment opportunities that reflect the abilities and interests of all pupils. Carry out accessibility checks and risk assessments for all activities and visits. Offer adaptive or parallel activities for pupils who need alternative provision. 	<ul style="list-style-type: none"> All pupils participate in enrichment or community experiences appropriate to their needs. Feedback from pupils and families shows high satisfaction with inclusion. No pupil is excluded from enrichment due to accessibility barriers. 	EVC Class Teachers HT

Objective 2: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits and facilities provided

Target	Strategies to Meet Target	Success Criteria (Aligned to Target)	Staff Responsible
2.1 Ensure all learning, therapy, and outdoor environments remain physically accessible and safe for all pupils	<ul style="list-style-type: none"> • Maintain a rolling programme of premises audits focusing on access, lighting, signage, flooring, and external pathways. • Review accessibility annually as part of Health & Safety inspections. • Involve pupils and staff in identifying barriers to access. • Record and address accessibility issues through the health and safety audit. 	<ul style="list-style-type: none"> • Accessibility audits show full compliance with Equality Act 2010. • No pupil or visitor is prevented from accessing learning or therapy spaces due to environmental barriers. • Identified improvements are completed within agreed timescales. 	Site Manager SLT H&S Lead
2.2 Maintain and upgrade specialist facilities and equipment (e.g. hoists, lifts, hydrotherapy pool, sensory rooms) to ensure full functionality and safety	<ul style="list-style-type: none"> • Follow a planned preventative maintenance (PPM) schedule for all specialist equipment. • Keep records of servicing, LOLER checks, and water testing (PWTAG 2025 standards). • Ensure staff using equipment are trained and competent. 	<ul style="list-style-type: none"> • All equipment is operational, compliant, and inspected within statutory timescales. • No therapy or lesson time lost due to equipment failure. • Training logs show all relevant staff up to date. 	Site Manager SLT Moving & Handling Coordinator
2.3 Develop inclusive sensory and low-arousal spaces to support pupils with regulation and sensory processing needs	<ul style="list-style-type: none"> • Review sensory environments termly with occupational therapy input. • Upgrade or adapt spaces to reduce noise, glare, and overcrowding. • Ensure calming and regulation zones are available across the site. 	<ul style="list-style-type: none"> • Pupils with sensory regulation needs access appropriate environments as per EHCPs. • Incident logs show reduced dysregulation episodes linked to environmental triggers. • Pupil and staff feedback evidences improved wellbeing and regulation. 	SLT Therapy Team All Class Staff
2.4 Ensure emergency evacuation procedures are accessible and safe for all pupils and staff	<ul style="list-style-type: none"> • Create and review individual Personal Emergency Evacuation Plans (PEEPs) for pupils with mobility or sensory needs. • Carry out termly evacuation drills including assisted and hoist evacuation scenarios. • Maintain accessible signage and ensure refuge areas are clear and operational. 	<ul style="list-style-type: none"> • PEEPs are in place and reviewed termly or when pupil needs change. • Evacuation drills show safe and timely egress for all pupils. • Fire safety audits confirm compliance with DfE and local authority guidance. 	Site Manager SLT Fire Marshals

Objective 3: Improve the delivery of information to pupils, parents and carers

Target	Strategies to Meet Target	Success Criteria (Aligned to Target)	Staff Responsible
3.1 Ensure all information shared with pupils, parents, and carers is available in accessible formats	<ul style="list-style-type: none"> • Provide key school documents, reports, and correspondence in accessible formats (e.g. symbol-supported, large print, coloured paper, Easy Read, audio). • Offer translated versions and interpreters where required. • Establish a clear process for requesting alternative formats, publicised on the website and newsletters. 	<ul style="list-style-type: none"> • Parents/carers confirm via surveys that information is easy to access and understand. • Requests for alternative formats are fulfilled within 5 school days. • Annual audit evidences full compliance with the Public Sector Accessibility Regulations 2018. 	SLT Office Team
3.2 Maintain and improve digital accessibility across all online platforms	<ul style="list-style-type: none"> • Ensure the school website meets WCAG 2.2 AA standards and includes an up-to-date Accessibility Statement. • Regularly test digital content for screen-reader compatibility. • Provide training for staff responsible for uploading content to ensure accessibility. 	<ul style="list-style-type: none"> • Website and app pass annual accessibility review. • Accessibility Statement published and reviewed annually. • Digital content consistently meets WCAG 2.2 AA criteria. 	SLT
3.3 Promote accessible communication with pupils through consistent use of total communication approaches	<ul style="list-style-type: none"> • Continue to use symbol-supported materials, Makaton, communication boards, and visual timetables in every classroom. • Provide staff training on total-communication practice and visual accessibility. • Include accessible signage and pupil-friendly displays throughout the school. 	<ul style="list-style-type: none"> • Communication systems evident and consistently used across the school. • Lesson observations show pupils understanding and using accessible communication tools. • Pupil feedback evidences improved understanding and confidence. 	AHT All Class Staff
3.4 Ensure accessibility in parent engagement and consultation processes	<ul style="list-style-type: none"> • Offer accessible formats for meetings (e.g. interpreters, visual agendas, translated summaries). • Provide family workshops on accessing online information and supporting communication at home. • Seek regular feedback from parents on communication effectiveness. 	<ul style="list-style-type: none"> • Parents report that meetings and communications are inclusive and accessible. • Attendance at parent meetings and workshops increases. • Feedback from surveys shows positive satisfaction with accessibility. 	FSW SLT Office Team