

# Accessibility Plan

## Introduction

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

We aim to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the school physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information for disabled pupils

This policy is in accordance with the Equality Act, 2010 and draws on the Department for Education advice on the Act (2014). This policy should be read in conjunction with the Equality Policy and Objectives.

## Unlawful behaviour

It is unlawful for a school to discriminate against a pupil or prospective pupil or association of theirs (e.g. family member) by treating them less favourably because of their:

- Sex
- Race
- Disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

## **Disability**

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

There are four kinds of unlawful behaviour regarding disability discrimination (these are defined differently than the other protected characteristics).

### ***Direct discrimination***

A school must not treat a disabled pupil less favourably simply because that pupil is disabled.

### ***Indirect discrimination***

A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only unless they can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

### ***Discrimination arising from disability***

A school must not discriminate against a disabled pupil because of something that is a consequence of their disability.

### ***Harassment***

A school must not harass a pupil because of their disability.

## **Reasonable Adjustments**

The duty to make reasonable adjustments applies only to disabled people. The duty (for schools) is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

Failure to make a reasonable adjustment cannot be justified. Schools will not be expected to make adjustments that are not reasonable.

The reasonable adjustments duties will complement the accessibility planning duties and the existing SEND provisions which are part of education legislation.

**Review Date: September 2022**

**To be reviewed: Autumn Term 2024** (or earlier if the need arises)

## Action Plan

### 1. Increase the extent to which pupils with disabilities participate in the curriculum

Targets	Strategies to meet targets	Success Criteria	Staff responsible	Start	Finish
To continue to use specialist areas to enhance learning opportunities	<ul style="list-style-type: none"> <li>All pupils to have timetabled lessons in specialist areas</li> <li>Subject leaders to monitor use of areas</li> </ul>	<ul style="list-style-type: none"> <li>Evident on lesson planning and timetables</li> <li>Increased use of specialist areas</li> </ul>	Subject leaders	Ongoing	Ongoing
To continue to ensure that all pupils have access to off-site visits	<ul style="list-style-type: none"> <li>Class teachers to ensure planning visits is appropriate to their group and that accessibility is considered</li> <li>To ensure that transport does not pose an issue to pupils taking part in visits</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have access to appropriate off-site visits</li> </ul>	All staff	Ongoing	Ongoing
To enhance the quality of education through a broad and balanced curriculum appropriate to the needs of the individual	<ul style="list-style-type: none"> <li>Appropriate curriculum in place</li> <li>Individualised targets</li> </ul>	<ul style="list-style-type: none"> <li>Reading records completed regularly</li> <li>Improved reading progress and attainment across school</li> </ul>	Assistant Head Teachers	Ongoing	Ongoing

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

Targets	Strategies to meet targets	Success Criteria	Staff responsible	Start	Finish
To ensure that regular and planned maintenance tasks are carried out to ensure fair access for pupils	<ul style="list-style-type: none"> <li>Planned maintenance programmes in place (e.g. lift maintenance, hoisting systems)</li> <li>Health and safety requirements fully met</li> </ul>	<ul style="list-style-type: none"> <li>The physical environment has not adversely affected pupil progress</li> <li>All health and safety requirements are met to the required standard</li> </ul>	SLT / Site Manager / Moving and Handling Coordinator	Ongoing	Ongoing

### 3. Improve the availability of accessible information for disabled pupils

Targets	Strategies to meet targets	Success Criteria	Staff responsible	Start	Finish
To provide information in appropriate formats for all users of the school	<ul style="list-style-type: none"> <li>Access to school website and increased parental information available</li> <li>Addition of a parental communication app to support delivery of information</li> </ul>	<ul style="list-style-type: none"> <li>Website regularly updated with essential information</li> <li>New communication app in place and well used</li> </ul>	SLT / Office	Ongoing	On-going
Provide current display of events and achievements at CDS to all visitors	<ul style="list-style-type: none"> <li>Website updated regularly</li> <li>Reception information screen updated termly</li> <li>Discussions at parents evening</li> </ul>	<ul style="list-style-type: none"> <li>Pupils and visitors have a positive view of the school</li> </ul>	Office / Class staff / SLT	Ongoing	Ongoing