



Carrington Junior School Accessibility Plan

Carrington Junior School is committed to reducing barriers to learning and assessment and improving the access to inclusive education of all learners with special needs or disabilities. Carrington Junior School provides a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social and emotional needs.

The school's accessibility plan addresses our duty under the Children and Families Act (2014), The SEND Code of Practice (2015) and the Equalities Act (2010). All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed. (Keeping Children Safe in Education September 2019). This plan should be read in line with our Equality and Cohesion Policy.

Staff are committed to give all our children equal opportunity to achieve and succeed.

| Targets | Current Good Practice | Strategies | Timescale | Success Criteria |
|--|--|---|----------------|--|
| <p>Increase access to the curriculum for pupils with a disability.</p> | <p>We are a fully inclusive school with a 8 place ASD ARP taking pupils from outside our catchment area.</p> <p>The Inclusion Manager supports other local schools in identifying areas of pupil need and suggesting strategies to ensure these pupils can access the curriculum.</p> <p>The staff receive training in making the curriculum accessible to all pupils, and they are aware of its importance.</p> <p>The school will follow the advice of LA services, such as specialist teacher advisers and of appropriate health professionals from the local NHS Trusts to ensure barriers are minimised.</p> <p>Risk assessments are undertaken for all school trips which take accessibility and movement around sites into consideration.</p> | <p>Continue to develop staff understanding and commitment to an inclusive approach to teaching and learning – revisit in light of newly appointed staff.</p> <p>Promote and ensure 'Quality First Teaching' delivered in all classes.</p> <p>To extend curriculum diversity and creativity.</p> <p>Greater differentiation within curriculum planning including foundation subjects.</p> <p>New visits to be checked for appropriateness. Guidance for staff and parents on suitability for disability.</p> | <p>Ongoing</p> | <p>All teachers and support staff are knowledgeable of how to ensure the curriculum, including learning opportunities outside the classroom, is accessible to all.</p> |

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|---|---|--|----------------------|--|
| <p>Improve and maintain access to the physical environment.</p> | <p>The school is a single level construction with one individual temporary meeting room and dining room in addition to the central building.</p> <p>All classrooms at Carrington Junior School are equipped with ramps if needed to ensure suitable physical access for all children.</p> <p>There are toilet facilities for disabled staff and pupils in the main building.</p> <p>The ARP classroom has a small step.</p> <p>ARP pupils access dining hall taking into account their sensory needs. They are given access to the ARP when required.</p> | <p>Ensure all new builds/alterations take into account accessibility needs and meet current building regulations.</p> <p>All reasonable adaptations will be made for any pupil in the school to ensure maximum access and minimum barriers to facilities and learning.</p> <p>Solutions to classrooms without ramps to be found if they present a barrier to individual pupils.</p> <p>Access to front main entrance if ramp required.</p> | <p>Ongoing</p> | <p>Access improved.</p> <p>Evidence of consideration of accessibility in all new builds/alterations.</p> |
| <p>Improve the delivery of written information to pupils.</p> | <p>Staff make use of coloured backgrounds on IWB, overlays for books and printing on coloured paper when necessary.</p> <p>Staff are encouraged to use a multisensory approach to learning to ensure access to all.</p> <p>Teachers enlarge texts or reduce/differentiate text to ensure access to all.</p> <p>The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.</p> | <p>Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. ASD, use of toilet facilities.</p> <p>To raise the profile of strategies used to communicate information about pupils with specific needs.</p> | <p>Ongoing</p> | <p>All pupils can access written information.</p> |
| <p>Accessibility Plan to be reviewed at a Governors' meeting every three years.</p> | <p>Governors meet regularly.</p> <p>Governors involved in new building work and are aware of accessibility issues.</p> | <p>Ensure it is added to the annual premises/finance action plan.</p> | <p>Every 3 years</p> | <p>Governors are aware of the existence of the plan and promote it.</p> |