

Carr Junior School Accessibility Plan

Rationale

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled Students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

Aims

Carr Junior School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the communication of information to disabled students, staff, parents and visitors that is provided in writing for students and adults who are non-disabled.



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Curriculum

Number	Equality Objective	Agreed Action	Desired Outcome	Responsibility	Monitoring/Evidence collection/Evaluation of impact:
1	To further allow access for more children to alternative methods of recording work through the use of Chromebook technology.	<p>Maximise technological opportunities within school to support children who need to access alternative forms of recording.</p> <p>Invest in new apps to provide specific learning opportunities.</p>	To continue to invest in new technology to provide alternative methods of recording learning.	SLT/SENCO/ICT Subject Leader/Class teachers.	Children's work.

2	Continue to ensure that all pupils with a disability or medical need have access to all educational experiences including trips and residential.	Discuss any arrangements needed with pupils and parents/carers. Obtain advice from specialist staff as needed. Modify arrangements as needed. Ensure appropriate risk assessments are completed.	Disability / medical need is not a barrier to prevent pupils joining in relevant trips, residential experiences and curriculum provision.	Class teachers/ SENCO/Head teacher	Pupils with a disability / medical need are included in trips, residential and curriculum experiences alongside their peers
3	Work is well differentiated to enable all children to access the school curriculum.	SLT and subject leaders scrutinise planning with a focus on differentiation/appropriate challenge. Findings are shared and any areas for development are highlighted.	All children have equal access to the curriculum.	SLT and subject leaders.	Planning scrutiny. Children's books.

Premises

Number	Equality Objective	Agreed Action	Desired Outcome	Responsibility	Monitoring/Evidence collection/Evaluation of impact:
4	Colour contrasted steps, kerbs and level changes on both playgrounds.	Colour contrasting paint to be applied to all identified areas.	Improved access and safety for individuals with visual impairment.	Site Manager	Photographic evidence.
5	Evacuation plan for wheelchair users/pupils with impaired mobility for upper floor.	Sessions timetabled for upper classrooms will be relocated to the ground floor.	Accessible learning.	SENCO/Head teacher	Google calendar. Room allocation.
6	Internal and external signage is clear, well placed and accessible to all users.	Accessible signage to be visible in key identified areas.	Pupils, parents, staff and visitors can navigate the school premises confidently.	SLT/SENCO/Site Manager	Photographic evidence. Feedback from users.

Information

Number	Equality Objective	Agreed Action	Desired Outcome	Responsibility	Monitoring/Evidence collection/Evaluation of impact:
7	Availability of documents in alternative formats where specifically requested.	<p>Large print and audio formats etc as required.</p> <p>Monitor uptake of documents in alternative formats</p> <p>Increased used of internet for homework tasks allowing online translation and accessibility adaptations.</p>	School information is readily accessible to pupils, parents, staff and governors.	<p>Designated office administration staff.</p> <p>Class teachers.</p>	<p>Examples of documents.</p> <p>Quality of homework.</p>
8	To adapt the delivery of information for different	School provides support for parents needing special provision to access	Parents and pupils will feel they have the information	Head teacher/SENCO/Class teachers.	Records of meetings.

	audiences.	meetings. Awareness for all staff that some parents may prefer information being shared verbally rather than in a written report. Ensure all written reports from external agencies are shared in person with parents to offer clarity verbally to any information that is written. Offer support for parents in their need to provide written information.	they need regarding their needs and feel supported by the school within all school processes.		
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