



CARLTON
ACADEMY TRUST

Carlton Academy Trust Accessibility Plan

Signed on behalf of trustees:

R Butterfield

Date:

Sept 2020

Next Review Date:

Sept 2023



Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Carlton Academy Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan has been compiled to cover all schools within the Trust, in accordance with the planning duty in the [Disability Discrimination Act 1995](#), as amended by the [SEN and Disability Act 2001](#) (SENDA).

Legislation

This document meets the requirements of [Schedule 10 of the Equality Act 2010](#) and the [Department for Education \(DfE\) guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

It also draws on the guidance provided within the following publication:

- [Accessible Schools: Planning to increase access to schools for disabled pupils \(DfE 07/02\)](#)



Policy Objectives and Principles

This policy outlines the Trust's aim to reduce and eliminate barriers for access to the curriculum and to full participation in the school community for students with a disability.

Compliance with the DDA is consistent with the Trust's aims and equal opportunities policy and the operation of the Trust's SEN policy. The Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.

The Trust recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled students in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled students less favourably.
- To take all reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Policy.

The Trust will:

- Recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities.
- Respect the parents' and student's right to confidentiality.
- Provide all students with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual students.



Appendix A: Accessibility Action Plan

Aim	Strategies	Outcome	Responsibility & Monitoring	Success Criteria	Timescale
Disabled students have the appropriate equipment or resources to fully access the school curriculum.	SENCO to define equipment needed; budget allocation made to purchase relevant equipment.	Provision of appropriate technology equipment to enable disabled students to fully access the curriculum.	SENCO, Head of School, Director of Facilities and Compliance	Provision of appropriate equipment allows disabled students to fully access the curriculum.	Assessment and fulfilment of needs when a student joins the school, ongoing assessment of student needs.
Improve and maintain access to the physical environment to enable disabled students to fully access all aspects of school life	Provision of the following (where relevant) to enable full access: Ramps; lifts; disabled parking bays; disabled toilets and changing facilities, wheelchair accessible library facilities	All disabled students can access all aspects of school life.	SENCO, Head of School, Director of Facilities and Compliance	Full participation of disabled students in school life.	Assessment and fulfilment of needs when a student joins the school, ongoing assessment of student needs
Improve the delivery of information to pupils with a disability.	Use of relevant resources appropriate to perceived needs, such as: Internal signage, Large print resources, braille, induction loops, pictorial representations	Methodologies introduced which effectively cater to the disability needs of all individual students according to their specific requirements	SENCO, Head of School, Director of Facilities and Compliance	Effective communication with disabled students so they can fully access school life.	Assessment and fulfilment of needs when a student joins the school, ongoing assessment of student needs



Appendix B: Accessibility Audit

Feature	Description	Actions to be taken	Person/s responsible	When
Lifts	Availability of lift access to help take relevant disabled students/staff/visitors to different levels on multi-floor building	Ensure provision in multi-level buildings	Director of Facilities and Compliance	Move to site, ongoing provision
Provision of Disabled Parking Bays	Disabled parking bays close to all school site entrances to enable disabled students/staff/visitors' easy access to the site	Ensure sufficient number and siting of appropriate disabled parking spaces at all Trust sites.	Director of Facilities and Compliance	Move to site, ongoing monitoring to ensure provision is sufficient and appropriate
Entrances	All school site entrances are clear and facilitate the entrance of all disabled students/staff/visitors	Ensure all school entrances can accommodate easy access of disabled students	SENCO, Director of Facilities and Compliance	Ongoing provision
Ramps	Provision of ramps in appropriate locations around school sites to enable full access to buildings for disabled students/staff/visitors.	Audit of sites and consequential appropriate provision of ramps to enable full disabled access	Director of Facilities and Compliance	Move to site, ongoing monitoring to ensure provision is sufficient and appropriate
Toilet and Washing Facilities	Provision of disabled toilet and washing facilities according to the prevailing needs of students, staff, and visitors at the school.	Establish whether facilities are appropriate to current student needs	SENCO, Director of Facilities and Compliance	Move to site, ongoing monitoring to ensure provision is sufficient and appropriate
Signage	Provision of appropriate signage around the school site to enable disabled students/staff/visitors to fully access the buildings and all aspects of school life.	Audit of all school sites to ensure they have appropriate signage according to the current needs of students	Director of Facilities and Compliance	Ongoing monitoring and provision

