

Carlyle Infant & Nursery Academy- Accessibility Plan 2021-2024

Mission statement

“Believe Achieve, Succeed”.

Our mission statement **“ Believe, Achieve Succeed”** reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Carlyle Infant & Nursery Academy are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural and language needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Purpose of plan

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable. It also ensures we are compliant with the Equality Act (2010) and building regulations 2015 (part M)

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. In addition the Trust seeks to make all aspects of our premises, provision and information fully accessible to all.

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.

The Accessibility Plan at Carlyle Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other outside agencies.

Aim

The academy’s accessibility plans are aimed at:

1. **Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school’s curriculum.** This covers teaching and learning, including remote and blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.
2. **Improving access to the physical environment of the school.** This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.

3. **Improving the provision of information to all.** This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

Definition of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

(SEND code of Practice 2014)

Disability is defined as follows by the Disability Discrimination Act 1995:

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: *'long-term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

- The Behaviour Policy.
- The Special Educational Needs policy.
- Equality Plan
- Curriculum Policies
- Emergency Planning Policy
- Health and Safety Policy
- School Prospectus
- The Local Offer
- Academy Development Plan

Audit of existing provision

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders under each of our 3 aims.

Improving Curriculum Access and Participation

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- All staff are given professional development as needed to teach and support children with physical disabilities or additional needs through school INSET, capacity building within teams, external courses and through The Harmony Trust multi-disciplinary team (MDT) input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about how they learn and the style of learning that is the most effective for them as individuals [metacognition].
- All pupils participate in expressive and creative arts.
- ICT is used creatively to maximise learning for all pupils and to ensure pupils with disabilities have access to the curriculum and are supported to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. All children attend them, sometimes parents may be asked to accompany their child. Inclusive venues for residential visits are identified
- Academies works effectively with outside agencies including Speech and Language Therapy, the team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses, community paediatricians, occupational therapists and physiotherapists.
- Staff are trained in the administration of medicines, where applicable.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

Improving Physical Access to all areas of the Academy

- Carlyle Academy is accessible for those with limited mobility as we are based on one level.
- The school has ramped entrances where needed including all fire exits routes.
- Wheelchair access is in place in all areas of the site and will continue to be improved in line with all premises development work . library?
- The emergency evacuation system does not have both visual and auditory components.
- All rooms are numbered and to have appropriate door signage
- There are number? disabled toilets spread out across the building.
- Symbols and large print is used throughout school for those with visual impairments (where required).
- Adapted/specialised furniture is provided to meet individual needs as required
- Space for small group work and individualised work for targeted learners is provided.
- Children’s work is shown to be valued in displays around the school and consideration is given to ensure displays are accessible to disabled learners/visitors.
- The nursery has a changing bench for pupils with continence needs. Further main school provision needs to be planned for.
- Accessible staff parking spaces are allocated/marked and kept available for use when needed
- A hearing loop for community use is needed for the main reception area and assembly hall.
- The marking of steps and curb edges is part of the on-going maintenance programme for the academy.

Improving Information Access to all Stakeholders:

- Visual timetables and information supported by signs/symbols for targeted pupils, are provided as required.
- Home-school books are used for targeted children to ensure effective communication as required.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required.
- Class Dojo is used to communicate to parents. This enables parents to use translation or reading apps as needed.
- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English.
- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided where requested, in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
- Staff may be trained in the use of symbol software (Communicate in Print) for non-readers (pupils and parents) where required.

The following action plan details specific actions needed to increase accessibility for pupils with SEND, families and visitors to the curriculum, the physical environment and to information provided by the academy.

This plan has been created following an audit completed in **March 2022** of current provision. Our audit is revised annually and a three year action plan is produced based on the findings.

Accessibility Plan for Carlyle Infant & Nursery Academy 2021 – 2024

Plan to improve Curriculum Access				
Objective/Target	Task/Action	Resources/Timeframe	Lead Person	Monitoring /Success criteria
To ensure all staff actively seek to remove all barriers to learning and participation for pupils, parents and visitors	SENCo to provide support to ECT as needed to further develop their knowledge on removing barriers to learning for chd. with additional needs.	As part of on-going ECT support from SENDCo	SENDCO	Increased ability of T and TA's to meet pupils' needs and achieve accessibility to learning for all
To ensure all staff are aware of the process to request & receive the necessary training to teach and support children and young people with disabilities as required	SLT to provide on-going reminders to all staff including new appointments, to ensure the process to request CPD support for SEND is understood.	On-going action and included in induction training. CPD funded from CPD budget.	SLT/SENDCo	All staff have requested training needs met which has a positive impact on provision.
To ensure all classrooms and the academy environment are 'SEND aware' and optimally organised for SEND pupils	ECT/RQT staff to be supported to increase understanding of 'SEND Aware' environments. SENDCo/SLT to develop SEND Aware environments across the academy. Use of graduated response and scaffolding to support SEND pupils to be embedded in academy provision.	CPD release time from main budget. Summer 22 and on-going for newly appointed teachers.	SENDCo /SLT	All staff understand what SEND Aware environments are and whole academy environment achieves this.
To ensure all staff are familiar with technology and practices developed to assist people with disabilities and to provide access to computer technology	HTML project roll-out to provide training as needed related to technologies available to support SEND. Research into technologies to support SEND learning	Summer 22 – Autumn 22 Ongoing	SENDCo /IT Lead	HTML roll-out fully effective with I pads using by all year groups to enhance learning for all

appropriate for students with disabilities	to remain an on-going action			
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Plan to Improve Physical Access				
Objective/Target	Task/Action	Resources/Timeframe	Lead Person	Monitoring /Success criteria
To facilitate the use of the hearing induction loop as appropriate/required.	Staff awareness of the logistics of the hearing induction loop to be raised so that it can be effectively deployed to support access to provision when needed. Notices to ensure visitors are aware on the availability of the hearing loop if needed.	Summer 22 and on-going as part of induction.	SLT/Site Manager	All staff able to support visitors/users to deploy the hearing loop as needed

Plan to Improve Information Access				
Objective/Target	Task/Action	Resources/Timeframe	Lead Person	Monitoring /Success criteria
School staff actively support all visitors by identifying any information access needs, such as support with reading or completing forms	IHASCO training has been undertaken therefore staff awareness is currently high at time of audit, however update training will be needed/provided.	IHASCO credits centrally funded Year 3	Principal	Staff awareness of possible 'information access needs' of parents and all visitors remains high
Process to enable confidential information sharing about pupils on admission to be put in place.	CPD for office team to be provided to ensure they are sensitively aware of possible support needs of parents and approaches to be used to facilitate a confidential conversation to share private information such as historical DV	Summer 22 revisited Aut. 23 and 24	Principal	Improved confidential sharing of information about pupils is achieved
information to be made available to parents in a range of formats if required e.g. large print, braille, audio tape, other languages than English	See above – appropriate CPD and awareness raising of possible information access needs to be provided	Summer 22 revisited Aut. 23 and 24	Principal	Increased access to information for parents and stakeholders

<p>Pupil reports to be offered to parents in an electronic form to allow them to use translation apps/read aloud software</p>	<p>Parents can request an electronic copy if preferred to enable translation/reading support software to be used – GDPR issues impact on security of email addresses held by academy therefore parents to be asked their preference and asked to supply the email address to be used to ensure this is accurate address.</p>	<p>Summer 22 and annually</p>	<p>Principal</p>	<p>Increased ease of access to pupils' reports for parents</p>
<p>Academy to consider providing access to computer technology and software appropriate for pupils, parents and visitors with disabilities [e.g. widget on-line]</p>	<p>Academy to explore options of sharing of software and technologies to parents who would benefit from this to support their chd. with home-learning</p>	<p>Year 2 - 3</p>	<p>Principal</p>	<p>Parents and pupils with disabilities able to use software and technologies for home learning.</p>
<p>Academy to offer provision of information in alternative formats e.g. reading aloud, signing, during activities such as workshops/ parents' evenings where needed</p>	<p>Website and invitations to on-site events to share the offer of support with accessing information for visitors/parents with SEND by providing 'read aloud' support, hearing loop use, signing etc. Posters offering similar support and who to confidentially speak with to receive this to be used for all information sharing events.</p>	<p>Year 2</p>	<p>Principal</p>	<p>Improved access to information for visitors and parents.</p>

AUDIT TOOL to Inform Action Plan completed – 2.22 Review due 12.22 / 12.23 /12.24

AIM 1 Increasing the extent to which all pupils but particularly those with a disability can participate fully in the school’s curriculum. Curriculum Access Audit Tool				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Do all staff actively seek to remove all barriers to learning and participation for pupils, parents and visitors?	Yes – positive attitude from whole school team towards ensuring accessibility	ECT/RQT staff need additional support from SENDCo.	1	SENDCo time
Does the academy have arrangements for staff to request & receive the necessary training to teach and support children and young people with disabilities as required?	Yes – CPD requests can be made through P.M. process and throughout the year incl. via THT CPD Offer.	ECT/RQT staff need support with identifying SEND CPD needs	1	
Does the academy ensure that all staff are familiar with technology and practices developed to assist people with disabilities? Does the academy provide access to computer technology appropriate for students with disabilities?	IT awareness raising and updates given regularly. Where SEND needs can be supported by technology consideration is given to this within budget restrictions.	As staff move to Ipads and HTML is rolled out on-going training needed related to technologies available to support SEND.	1 & 2	CPD time Software purchase
Are classrooms ‘SEND aware’ and optimally organised for SEND pupils?	Class teachers use graduated response and scaffolding to support SEND pupils and ensure an inclusive classroom environment.	ECT/RQT staff need to be supported to increase understanding of ‘SEND aware’ environments. SENCo and Trust Senior Leader time needed to develop SEND Aware environments across the academy.	1 & 2	
Are all pupils encouraged and supported to take part in all aspects of the curriculum? Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who	An inclusive curriculum is offered. Where chd are unable to participate e.g. P.E. becomes sensory circuits.	Forest School activities to be developed to ensure all chd experience this provision.		

cannot engage in particular activities, for example physical education?				
Do leaders recognise the additional planning and resource preparation workload for teachers related to supporting pupils with SEND?	Resources are shared on the Trust URL to reduce teachers workload. Learning needs are identified using TT /EHCP/IEPs then SEND Base staff plan learning activities with involvement from classteachers using assessment data.	Further CPD is being provided to ensure SEND Base staff are better able to provide activities to achieve learning outcomes.		
Do all staff recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum/practical work?	See above Scaffolding and graduated response are also used.	See above.		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Format of learning groups varies depending on chd and curriculum content.			
Are school visits, including residential, made accessible to all pupils irrespective of any SEND?	Alternative arrangements are in place to enable all pupils to fully participate using a R.A.			
Are adaptations made to transition arrangements for SEND pupils where needed?	Individual and additional transition can be provided for SEND chd.			



AIM 2 Improving access to the physical environment of the school.				
Physical Access Audit Tool				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Are car park spaces reserved for disabled people near the main entrance? Are drop kerbs in place from parking point? Is the wheelchair route clear of hazards? Is the route well lit?	YES in Place And clearly visible			
Is it possible for a wheelchair user to get through the principal door unaided? If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? Are buzzers, signing in books etc. at wheelchair user height?	No however a bell is provided at an appropriate height to enable a wheel chair user to call for assistance. Yes Sign in board height is adjustable.			
If there are steps in the building is a ramp provided? Does the building have a lift that can be used by wheelchair user to allow access to different levels? Is there a continuous handrail on each internal stair flight or gradients? Do all steps have contrasting edging?	No steps NA NA NA			
Are Personal Evacuation Plans [PEPs] written for all SEND pupils, staff [and visitors] who require one?	Yes			
Does the school have a wheelchair accessible toilet? Can any baby changing facilities provided be used at wheel chair height?	Yes Yes			
Are emergency and evacuation systems set up to inform ALL pupils + visitors including those with hearing and visual impairment? (e.g. flashing light)?	Yes Flashing/ emergency lights are in place. Emergency evacuation plans are in place for all who need them.			

Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	Yes			
Are non-visual guides used to assist people to use the buildings? Is a hearing induction loop available (either fixed or portable) in the academy?	Non – visual guides not in place as no unsupervised visitors are allowed in the academy. In the event of an evacuation a sweep of building in carried out by SLT see fire procedure. Hearing Loop in place	Staff awareness of the logistics of the hearing induction loop to be raised so that it can be effectively deployed to support access to provision.	1	
Are pathways and routes logical and well signed?	Yes			
Is appropriate furniture & equipment provided to meet the needs of individual students?	Yes			
Do furniture layouts allow easy movement for pupils with disabilities?	Yes in public areas. Learning areas are adjusted when a wheelchair user is on site/on roll.			
Do all the corridors have a clear unobstructed width of 1.2m?	Yes			
Are quiet rooms/calming rooms available to children who need this facility?	Yes			
Are appropriate 'Buddies' provided for all disabled pupils who needed these on admission?	Staff and pupil buddies are allocated as needed			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Noise cancelling headphones are provided.			
Can wheelchair users volunteer at the academy effectively?	Yes			

AIM 3 Improving the provision of information to all.				
Provision of Information Audit Tool				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Does the academy provide awareness raising training to office reception staff to support them in identifying parents'/visitors' information access needs, such as support with reading or completing forms?	IHASCO training undertaken Staff awareness is high.	Update training to be provided.	1 - 3	
Are pupil admission forms completed 1:1 to enable a sensitive conversation to be held?	Not currently	Staff awareness to be raised to enquire if there is anything SLT need to know about the chd. being admitted.	1	
Does the academy ensure that information can be made available to parents in a range of formats if required e.g. large print, braille, audio tape, other languages than English?	Generally but reminders may be needed.	'Do u need any help with that?' identify on forms. Dojo translates	1 - 3	
Does the academy ensure that all appropriate staff are familiar with technologies developed to assist people with disabilities with information access, such as those that read aloud written E-letters, newsletters.	All correspondences sent by email or to website which facilitates use of support technologies.			
Are all written paper-based communications to parents placed on the website to allow electronic access for disability support apps/technologies/translation to be used?	Yes			
Are pupil reports offered to parents in an electronic form to allow them to use translation apps/read aloud software?	Parents can request an electronic copy if preferred to enable translation/reading support software to be used – GDPR issues impact on security of email addresses held by academy	Parents to be asked their preference and asked to supply the email address to be used to ensure this is accurate address.	1	



Does the academy provide access to computer technology and software appropriate for pupils, parents and visitors with disabilities? [e.g. widget on-line]	Use of Widget online for resources and displays		2	
During activities such as workshops/parents' evenings does the academy offer information in user friendly formats for disabled parents/visitors e.g. offering to read aloud projector screens where needed?	Not currently.	Investigate additional user friendly formats and access to read-aloud technology	2	