

Carlton Primary School

Accessibility Plan – 2018 - 2021

Area: School Premises – indoor and outdoor areas	Responsibility: Resources Committee/Inclusion Team
Area: School Premises – indoor and outdoor areas	
<p>Under the Equality Act 2010, the school is required to produce an accessibility plan.</p> <p>Aims of the accessibility plan:</p> <ul style="list-style-type: none"> • Increasing the extent to which disabled pupils can participate in the curriculum • Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided • Improving the availability of accessible information to disabled pupils <p>The Equality Act 2010 defines an individual as disabled if he or she has 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.</p> <p>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.</p> <p>The plan is reviewed every three years with annual interim reviews. This plan has been written following an audit using the Camden Accessibility Audit Tool for Educational Settings.</p>	
<p>Stakeholders contributing to the audit of accessibility, writing and reviewing the plan:</p> <p>SLT, SENDCo, Inclusion team, SEND Governor, Staff, Pupils, Parent</p>	
<p>Summary of School Context and Audit:</p> <p>Carlton is a two form entry primary school with a high level of pupils with SEND (Jul 18 : 34% of pupils with SEND, 8% of pupils have a disability). The school has rigorous and robust systems for supporting pupils with SEND and Medical Conditions, as documented in the SEND policy, SEN information report and Supporting Pupils with Medical needs policy.</p> <p>The school building is a 3 storey Victorian building. The ground floor has step free access and there are disabled toilets in our wheelchair accessible family learning centre. EYFS classes are on the ground floor, along with the school office and first aid area. From September 2018, one Year 1 classroom has moved to the ground floor. Due to the nature of the building, there is no step free access to areas above the ground floor including Y2 - 6 classrooms, the halls and Y1 - 6 lunch areas. The school continues to keep the installation of a lift under review, although currently costs are prohibitively high and there is availability of other Camden schools with step free access, therefore installation of a lift is unfortunately not currently considered a reasonable adjustment. Further, detailed information is contained in the School Accessibility Audit which is available on request.</p>	

Aims	Current Good Practice and Context	Actions Planned	People & Resources / Budget	Review 2019	Review 2020	Review 2021
Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided						
<p>The school will continue to develop its contingency plans for accommodating any disabled pupils or staff that may join the school in the future.</p>	<p>The school is accessible for pupils currently on roll adaptations have been made. E.g. handrails on all staircases, shower facility, sound fields in Year 2 - Year 6 classrooms. There is a multi sensory room.</p> <p>Ground floor is accessible to wheelchair users.</p> <p>The CCLC has step free wheel chair access and a disabled toilet.</p> <p>Where adaptations are not possible, solutions have been found to meet pupils needs, e.g. moving classrooms to better meet pupils needs, providing playtime provision on the same floor as the classroom.</p>	<ol style="list-style-type: none"> As pupils needs change, consider potential requirements Summer term - at point of transition planning, consider any adaptations needed for pupils moving classrooms On receiving EHCP placement consultations, consider adaptations and provision requires Premises committee to be informed of pupils pupil/staff disabilities if changes to premises are required 	<p>Resources Committee Inclusion Team SLT</p>	<p>Sound fields installed in year 1 and reception classrooms</p>		
<p>Complete premises works to ensure Nursery - Year 1 provision is on the ground floor with access to first aid area.</p>	<p>Sept 18 - One year 1 classroom has been created on the ground floor which allows all pupils Nur - Y1 to have ground floor classrooms with step free access.</p> <p>A second ground floor year 1 classroom will be created in 2019/20 which will require adjustments to the first aid room.</p>	<ol style="list-style-type: none"> Sept 18 - year 1 classroom moved to ground floor. Step free access available for pupils and families Install sound field in Year 1 and reception classroom Create 2nd ground floor year 1 classroom Continue to have 	<p>Resources Committee SSO and HT</p>			

		access to ground floor first aid provision					
Keep under review possible Installation of lift or a chair lift	See above The school has an evac-chair in top hall When meeting parents/community members/professionals with mobility needs, staff make adjustments as needed, e.g. holding parent meetings on the ground floor.	1. Continue to maintain awareness of grants and available funding for school improvement works 2. Annual consideration at point of budget setting	Resources Committee SLT Depends of cost of specific quotes				
Ensure improvements to swimming pool maintain or increase accessibility for pupils with disabilities	The school's swimming pool is under significant repair works. The pool is on the ground floor with same level changing facilities. School has ensured that all pupils, including those with disabilities have accessed the swimming pool with their year group. 1:1 adults (or an alternative adult) will enter the water with pupils	Non slip surfaces Handrails Steps rather than ladder Accessible changing area Explore potential for ground floor washing facilities	Resources Committee Inclusion Team SLT				
Access to range of sensory spaces including a low sensory area, calming multi-sensory room and alerting/active multi sensory room.	Calm spaces allocated in response to individual needs, e.g. workstations in classrooms, access to quiet areas as needed – these have resources as needed for that individual such as weighted belts, blanket, tents. The school has 1 low sensory therapy room and 1 low sensory calming room. Multisensory room which is	1. Explore funding channels to separate the current multi-sensory room into a calming sensory room and a separate active room with space for soft play and physical activity. 2. If viable, bring ideas to resources committee for discussion	Resources Committee Inclusion Team SLT				

	accessed by pupils with sensory processing needs however this area is in need of modernisation. Due to the high numbers of children with SEMH and ASD the multi sensory room would be further improved by creating two areas –one area with soft play and area that allows children to safely engage in high energy sensory seeking behaviour and one area that has calming sensory activities.	3. If agreed, building quotes, bid for accessibility improvements 4. Premises Officer bids and plans 5. Class teachers to audit and implement strategies to create low sensory spaces in classrooms					
Use of contrasting edges on stairs to ensure safety of pupils, staff, parents, carers & visitors with visual impairments	Indoor steps have contrasting edging and raised strip.	1. SSO to ensure steps have a contrasting nosing on both the tread and riser, this wraps around the step edge.	SSO	Completed Autumn term 2018			
Increasing the extent to which pupils with disabilities can participate in the curriculum							
Continue to ensure the curriculum and teaching is accessible for all pupils so that pupils with SEND continue to make good or better progress.	The school has a strong inclusive approach and rigorous systems for supporting pupils with SEND. Wherever possible, pupils needs will be supported through high quality wave 1 approaches, such as high use of visuals, access to equipment and manipulatives, differentiation, and adjustments to support access. Where needed the school has a range of wave 2 and 3 interventions to provide more individualised support.	1. Monitoring during learning scrutinies and professional development days. 2. Feedback and coaching sessions 3. SRSE cycle and PDM 4. See inclusion work plan and termly reports to governors 5. Multi-disciplinary working with HV/VI/PD advisory service, SLT, OT, Physio and SLCN teacher Every year – see SRSE cycles	Inclusion Team SLT Teachers and LSAs OT, CLCS, HI/VI/PD Advisory services, PLSS				
All staff YN - Y1	School currently use Makaton in	SENDCo to continue	Inclusion Team				

<p>(additional year groups as needed) to be using sign and gesture to verbal communication</p>	<p>nursery - year 1. There is a Makaton sign of the week Staff use PECS with children as directed by a speech and language therapist Newer staff have not had formal Makaton training and CLCS have not been able to offer this as yet</p>	<p>to raise training need with CLCS at termly meetings Staff to continue using Makaton and handbook until next training session CLCS to advise on current recommended signing programme and deliver training Staff to work with speech and language therapist to support individuals that require augmentative communication.</p>	<p>Teachers and LSAs CLCS</p>			
<p>Continue to ensure auxiliary aids / technology are used to support pupils with SEND's access to the curriculum.</p>	<p>Year 2 - Year 6 classrooms have soundfields New back lit interactive whiteboards were installed in all classrooms for Sept 18 to provide clear contrast for visual. Pupils have access to assistive technology in the form of chromebooks/laptops to word process and with speech to text technology, electronic dictionaries and iPads.</p>	<p>Year 1 and 2 classrooms to have touch screen computers installed. Continue to liaise with OT for assistive technology needs assessments for individual pupils. Continue to liaise with LgFL SEND link to discuss access to LgFL resources through google and apple.</p>	<p>SSO and SLT</p>	<p>Sound fields installed in Y1 and reception classrooms.</p>		
<p>Ensure pupils with SEND have access to wider opportunities</p>	<p>Termly audit of pupils with SEN and / or disabilities that access clubs Reasonable adjustments made to trips and clubs to ensure that pupils with D/SEN are able to access clubs 17/18 Monitoring showed that</p>	<p>Continue termly analysis of attendance at clubs for pupils with SEND Discuss club attendance at annual EHCP/My Plan</p>	<p>Inclusion Team SLT</p>			

	pupils with disabilities were accessing clubs	reviews for pupils not attending to ensure this is not due to access Wider opps lead to liaise with SENDCo/IM to make reasonable adjustments as needed following applications to clubs					
Improving the availability of accessible information to disabled pupils							
Continue to ensure that information is accessible for parents/carers with SEND	School makes adjustments for parents/carers as needed, e.g booking interpreters (including BSL), sharing information electronically via the website with a translate button and allowing parents to enlarge or use text to audio technology. As needed, staff will meet parents on the ground floor. Key policies are made available in simplified summary formats.	1. Ensure policies and leaflets continue to be published via website 2. SEN information report reviewed and updated SEN policy reviewed and updated 3. Keep website reviewed and updated 4. Publishing of year group key documents, shared via website 5. Develop use of parent hub	Inclusion Team SLT Admin Staff				
Share key principles of Equalities act 2010 with stakeholders - pupils, parents/carers/staff and governors	Yearly community week with pupils which allows pupils to explore equality and equal opportunities Equality act referenced in SEN information report and SEND policy Yearly staff briefing		Inclusion Team SLT				