Accessibility Plan

Approved by:	Governing Body	**Date:**	November 2023
Last reviewed on:	September 2023		
Next review due by:	October 2026		

Contents

1. Aims 3
2 Legislation and guidance 3
3 Monitoring arrangements 4
4 Increasing Access for Disabled Students to the School Curriculum 4
5 Improving Access to the Physical Environment of the School 7
6 Improving the Delivery of Information to Disabled Students 10
7 Improving Access to The Curriculum 12
8 Improving Access to The Physical Environment 18
9 Improving Access to Information 21

1. Aims

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 students can participate in the curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in the extra-curricular programme, leisure and cultural activities or school visits.

Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided. This includes improvements to the physical access to the school and physical aids to access education.

Improve the availability of accessible information to disabled students. This will include planning to make written information that is normally provided by the school to its students available to disabled students. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable timeframe.

Carrington School is committed to providing all of our students every opportunity to achieve the best outcomes. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all students. Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2 Legislation and guidance

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 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. 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises

3 Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Quality of Education Committee. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special Educational Needs and Disability (SEND) Policy

4 Increasing Access for Disabled Students to the School Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all students. We aim to meet every child's needs through Quality First Teaching. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
Increase access to the curriculum for students with a disability.	CPD focusses on a range of activities linked to differentiation and high-quality inclusive teaching	All students, regardless of need, access all aspects of the curriculum	AAK KSO ABL	TAs Premises	Site review took place in July 2023	Needs to be ongoing due to potential new admissions

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
Increase knowledge and share expertise of disability issues	Ensure teachers and learning support assistants have specific training on disability issues as required.	Range of staff to complete Moving and Handling Training	AAK KSO	6 TAs, and 5 additional staff completed this training on 14/07/23	£16 per person / time allocation top be given to complete theory (must be completed prior to practical)	14/07/23 x 11 staff 5 additional staff to complete in Autumn 2
Robust plans are in place for disabled students, staff are familiar with these plans and plans are reviewed regularly.	Plans are distributed and sign-posted by a range of means to ensure maximum coverage.	Shared through this Accessibility Plan Currently only one student has the potential to use a wheelchair, there are other with Physical Needs and this are documents in their EHCPs (if applicable) and on their 60 Seconds Student Passports. All staff have been made aware of these needs, and some have received training (when needed) AAK liaises regularly with relevant parents/carers to	AAK KSO	TAs	None at present	Ongoing

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
		updates plans. KSO will oversee this from Spring 1				
Resources are tailored to the needs of individual students, including classroom-based ICT	On-going research to assess and access appropriate resources.	Correct seating placed in most used Teaching Rooms, e.g. Tutor Room, English, Maths, Humanities Site walk in July 2023 (AAK and external staff such as Moving and Handling Advisor, OT, PT) to ensure safety of site for students with disability Staff made aware of needs, some have received training due to direct work, and updated as needed All Teaching Rooms in Astra have adjustable tables to accommodate wheelchairs, and this also applies to use of sinks	AAK KSO KOA (whole site)	Premises	Accessibility needs to be considered in Vega, Altair and Deneb as these areas are renovated	Ongoing, further works planned for Vega in Autumn Half Term

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
Equality of access is a key consideration for planning and delivery of all co-curricular activities.	Accessibility issues are considered at planning stage of all co-curricular activities so that appropriate adjustments can be made on a case by case basis Staffing and location of activities may be adapted to ensure access.	All aspects of the school are considered to ensure involvement, e.g. Teaching Rooms, outdoor learning, Trips and Visits, etc	AAK KSO Relevant HoY (currently only affects Year 7 and Year 8)	Wider Year Team SLT	Not needed at present, will require review later in the year as different trips occur	Ongoing

5 Improving Access to the Physical Environment of the School

Carrington School is continually growing and developing. There are ongoing plans to improve its facilities. Provision is negotiated when a student's specific needs are known and individual accessibility plans are drawn up and implemented.

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
The school is aware of the access needs of disabled pupils, staff, governors,	Admissions team and Teaching and Learning Support Team to share information regarding all pupils with access needs. Plans to be drawn up and shared. Visitors to the school	Site walk, as above	AAK ABL KOA	Wider SLT	None at present	Ongoing discussion

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
parents/carers and visitors.	are asked about any accessibility and reasonable adjustments will be made as					
All required areas of the school are accessible to all.	Relevant adjustments will be made to rooming in order to relocate some activities from inaccessible areas. A temporary ramp is available from the Maintenance Team. Where there are disabled or temporarily disabled staff or pupils a person Emergency Evacuation Plan (PEEP) shall be put in place. This may require further Accessibility Aids to be provided.	Correct seating placed in most used Teaching Rooms, e.g. Tutor Room, English, Maths, Humanities Site walk in July 2023 (AAK and external staff such as Moving and Handling Advisor, OT, PT) to ensure safety of site for students with disability Staff made aware of needs, some have received training due to direct work, and updated as needed All Teaching Rooms in Astra have adjustable tables to accommodate wheelchairs, and this also applies to use of sinks	KOA (whole site) EMA AAK KSO	Premises	Accessibility needs to be considered in Vega, Altair and Deneb as these areas are renovated Main focus is Deneb, currently accessible to the one student with significant physical needs, this is not a long term solution and will be inaccessible to any students who are always	Ongoing, further works planned for Vega in Autumn Half Term

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
					wheelchair bound	
Reduce trip hazards and improve quality of roads and pathways around site	Maintain programme of road re-surfacing and pothole repair. Monitor road-markings and maintain programme of improvement. Staff are encouraged to report to maintenance where any issues in paths or roadway exist, issues are logged and addressed in a timely manner.	Risk Assessments in place for all Trip and Visits Use of Parago for site requests – timely response from Premises Team	KOA (whole site) EMA	Premises	?	Ongoing
Ensure all disabled people can be safely evacuated	Where there are disabled pupils or staff at school, a risk assessment would be undertaken which would include a Personal Emergency Evacuation Plan (PEEP). Similarly, if events are planned where visitors are disabled, or in the case that people are temporarily disabled, a risk assessment	PEEPs created for those that require one Evac Chair training undertaken by key staff – within SLT and Premises. All Evac Chairs placed in appropriate areas Muster Points clearly labelled	KOA (whole site) AAK	Premises	?	Ongoing

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
	would be undertaken which sets out a PEEP. The need for training in evacuation procedures of disabled people will be kept under review and implemented where necessary to address the needs of any PEEP					

6 Improving the Delivery of Information to Disabled Students

This includes planning to make written information that is normally provided by the school to its students available to students with a disability. Examples include handouts, textbooks and information about school events. The information will take account of students' disabilities and parents'/carers' preferred formats and should be made available within a reasonable timeframe. In planning to make information available to disabled students we regularly need to establish the current level of need and be able to respond to any changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision available, should it be required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
Availability of written material in alternative	Ensure that individual learning plans reference any adaptations required for pupils	All students' needs are well known through information from primary	KSO	TAs	Purchase of coloured paper/books (to	Ongoing

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
formats for students and parents who require them,	and that these are implemented. Ensure that parents and carers are aware that written communications can be provided in alternative formats. This will be done by attaching a statement to relevant written communication. “If you have difficulty accessing any of the information included in this communication please email reception@carringtonschool.org or telephone the school to request information in a different format.”	school, from parents/carers and external services. All are outlined on the SENd Register supported by a 60 Seconds Student Passport for all SENd (and some other) students. As different needs develop, the SENd Register is updated accordingly			be reduced) and Reading Rulers	
The school has ready access to specialist provision for converting information into alternative	Identify services for signing and Braille, and ensure that staff are aware of how to access them, identify software that can be used to improve accessibility, such as Text to Talk, and ensure that relevant staff are aware of this.	Students are aware of features on laptops, smartphones to support accessibility needs, such as microphones, voice notes, etc	KSO	TAs	Training for additional staff	Ongoing

Objective	Tasks & Activities	Success Criteria	Staff Responsible	Support / staff development requirements	Resource Implications	Date of completion
formats when required.						

7 Improving Access to The Curriculum

Target	Action	Resources	Timeframe	Outcomes	Notes
Ensure compliance with the Children and Families Bill 2013	Headteacher to work with the Local Authority via: • Surrey SEND Governance Board • Surrey Safeguarding Children Board • Surrey Children and Young People's Partnership Board SENCO to work with Local	HT time	As set by LA and DfE	That the school remains compliant with the requirements of the Children and Families Bill 2013 in order that full inclusion is maintained for all young people with SEND, English as an Additional Language or other additional needs in line with legal requirements and the aims of the single Equalities Scheme	The Headteacher, Assistant Head and SENCO are members of various LA boards, committees and panels which review access on a county wide basis The LA has been judged inadequate for SEND and Safeguarding and the school is active in engaging in the improvement process to ensure that services to schools are improved to an acceptable level.

Target	Action	Resources	Timeframe	Outcomes	Notes
	Authority to assist in developing provision in SEND services. School to implement the following: • Local Offer • Provision Management tool Education, Health and Care Plan (EHCP) Assessment • National and LA Funding strategies for • SEND.	SENCO time Time to monitor and re-draft Local Offer (School) Admin and SENCO time to implement and update Provision Management tool . Admin and SENCO time to support EHCP assessment procedures.			
Continue to develop range of learning resources that are accessible for students with SEND or eligible for the Student.	Departments to review resources and practices in their curriculum areas	Departmental time. Departmental Capitation.	Ongoing.	Student with disabilities or eligible for the Pupil Premium have increased access to curriculum materials. The interventions employed are cost	Individual Education Plans (IEPs) are set up for all students on the SEN register. The SEN department produce and source appropriate materials for all such students according to need.

Target	Action	Resources	Timeframe	Outcomes	Notes
				effective and appropriate to the needs of the individual. Learning resources are appropriate to individual need. Students are aware of what is required of them in order for them to achieve their personalised targets.	Faculties and Departments provide differentiated resources adapted to the individual needs of students. Assessment for Learning resources, materials and strategies are employed to ensure that individuals are aware of their targets, current attainment and what actions they will need to undertake to improve. A Pupil Premium Champion is appointed to assess effectiveness of provision and work with other staff to manage Interventions for eligible students.
Staff develop their knowledge of different teaching and learning styles	Identify suitable professional development opportunities	CPD budget Directed time.	September to July on an annual programme.	Staff use multiple intelligence principles to suit wide range of learning styles, differentiating teaching strategies and resources to meet the needs of students. All lesson plans, seating plans and mark books	CPD Training Forum sessions have been focused on this target on numerous occasions. The Key focus of The Warwick Improvement Plan 2017-18, Priority 1 is Quality of Teaching and Learning, including the accurate use of assessment, promotion of positive outcomes and management of the

Target	Action	Resources	Timeframe	Outcomes	Notes
				highlight individual needs and the ways in which these are addressed. The progress of each individual student is tracked and monitored in relation to personalized targets.	revised curriculum and qualifications. The SID includes sessions on SEND, Pupil Premium, addressing the needs of the G&T, teaching and learning and Assessment for Learning. These sessions will continue on a rolling programme on an annual basis, being updated in line with developing research and practice.
Disability equality issues are incorporated into Personal Development (PD) curriculum	Ensure schemes of work include lessons on disability equality	PD Co-ordinator's time.	Annual curriculum time allocation within PD.	Students have greater understanding of disability issues	Physical and mental disability issues are a component of the Year 8 SOW and equal opportunities issues related to gender, race and disability are addressed at various points across the five-year programme for PD.
Improve provision for students with learning difficulties	Monitor funding levels for SEND, ensuring that students are provided with appropriate resources and support, examination access arrangements, etc,	Staffing budget SENCO time HOY time. HT's meeting time.	Ongoing.	Students with a range of Special Educational Needs are able to access a curriculum which is broad and balanced and well adapted to their individual needs. Intervention strategies are costed and	TA support is steady – internal training is required R4, Stream 9 & 10 have provided improved provision for targeted students The Special Educational Needs

Target	Action	Resources	Timeframe	Outcomes	Notes
				monitored of effectiveness. The school is fully engaged with the LA's SEN strategy and implementation plan. The school is fully involved in the development of partnerships which engender increased flexibility in provision. Students with a wide range of need have quick and easy access to support services.	Coordinator (SENCO) has been the LA's lead practitioner in the use of the SEN Provision Management Tool which assesses the cost of interventions against their effectiveness. • Surrey SEND Governance Board • Surrey Safeguarding Children Board • Surrey Children and Young People's Partnership Board The school works closely with the Surrey Alternative Learning Programme (SALP) with the headteacher being a member SE SALP Behaviour Support Team Intervention, anger management courses, ELSA, Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS) and school counsellors have been provided to support students. Additionally, the school works closely with Surrey Young Carers to ensure that students affected by the disability of a family member are not disadvantaged in accessing education.

Target	Action	Resources	Timeframe	Outcomes	Notes
					The Common Assessment Framework (CAF) successfully employed to support students with social, emotional and mental health and other needs.
Ensure that school visits are made accessible to all students irrespective of impairment or disadvantage.	Refer to LEA guidance on school visits Review and modify existing Outdoor Education Policy Ensure that students eligible for the Pupil Premium are offered financial support and priority places on school visits.	LA guidelines on: Evolve School visits Outdoor Education Coordinators time	Ongoing	Updated policy. Governors and staff aware of appropriate procedures and make use of policy guidance. Parents & carers informed of procedures for school trips. No student is excluded from educational visits	The school policy on 'Outdoor Activities' is taken from the LA Guidelines. These state that activities should: • be suitable to the young people involved having regard to their ages, abilities, needs and aptitudes; • aim to be inclusive. There is an understandable tension between being inclusive and being suitable to ability and we seek to achieve a balance in this regard by making reasonable adjustments to include students with disabilities and offering a broad and differentiated range of activities.

8 Improving Access to The Physical Environment

Target	Actions	Resources	Timeframe	Outcomes	Notes
Ensure that new build is compliant with all equalities and SEND and disabilities legislation	• Premises Manager and SLT to work closely with DfE and Arcadis in preparation of plans and build		2018-Dec.2020	That the new central block should provide compliant and improved access for students, staff and all other stakeholders.	
Maintain accessibility of Vega to students with disabilities	• Ensure all maintenance and repair activities take into account the need to maintain or enhance accessibility, in particular use of the lift.	Funding for Vega maintenance and repairs as required.	On-going.	Students with disabilities have access to classrooms (Music, Drama, ICT), lockers and toilets in Vega owing to its initial design. This level of accessibility needs to be maintained as the Vega undergoes maintenance and repair.	We continue to maintain the lift and this building to the standards agreed within budget limits to continue with the same level of accessibility as it was designed for.

Target	Actions	Resources	Timeframe	Outcomes	Notes
Improve access to first floor classrooms and facilities in Deneb & Altair	No access to Upper floors in these two buildings. Priorities for substantial adaptations identified – awaiting funding.	Buildings alterations/ adaptations: wider corridors, doors, lifts, specialised furniture, ICT	On completion of necessary alterations/ adaptations to buildings and as funding is provided.	Students and visitors with disabilities to have access to food technology rooms, first floor of Altair.	The school is working with SCC to propose a satellite SEN hub, which could house students from Woodfield School and would include more access to upper floors across the site.
Classrooms are successfully organised for disabled students	Classrooms are decorated in contrasting colours to define walls, doors etc. In addition, step edges are outlined and supporting poles etc are marked in yellow to make them more visible. Lighting upgraded in the central and west corridors to improve the dark/light contrast. The school will support hearing impaired students by: • seeking views from parents, students, teachers and specialist	Funding for materials and installation costs.	On-going.	Physical accessibility for students increased. Visually impaired students (and staff, visitors) are able to navigate easily around the school.	Wherever redecorations take place contrasting colours are used to define the space ie. Wall either pale blue or cream and skirting's, doors, window ledges etc always contrasted either in dark blue or white or wood finish. A similar approach is taken with corridors etc. The external step markings and posts are repainted each summer holiday to define edges etc. Lighting has already been upgraded in a number of areas: • Astra is fully compliant

Target	Actions	Resources	Timeframe	Outcomes	Notes
	staff on any problem listening areas; • commissioning a more in-depth acoustic survey to check the listening environment is suitable and appropriate for the learning • activities that take • place within; • implementing low cost measures for improving listening conditions including ensuring teachers take steps • to manage noise; • ensuring compliance with government minimum acoustic standards, as set out in government regulations and guidance, where new buildings are constructed or existing ones are being refurbished			Hearing impaired students able to participate fully in classes and play a full part in school life.	Hearing loops are connected in communal areas of Astra & Sports centre

9 Improving Access to Information

Target	Actions	Resources	Timeframe	Outcomes	Notes
Make information more accessible to students (and parents & carers) with disabilities	Use LA recommendations to develop plans to make information more accessible. New website uploaded and maintained to provide relevant school information to stakeholders, with students, parents & carers and staff having secure password protected access to specific information. On-line, real time reporting available to all parents & carers.	LA guide to making information more accessible. New server to host the school website. SIMS Parent	On-going. July 2010	Parents & carers , student and community partners with disabilities have greater access to information School able to respond quickly to requests for information in alternative formats Swift and easy remote internet access to school information is provided. Students and parents & carers have secure internet access to school reports, attendance data, assessment information, behaviour	New school website on line since of July 2010. This is updated with current relevant information.

Target	Actions	Resources	Timeframe	Outcomes	Notes
		Portal	September 2017	logs, and nutritional information regarding the purchase of school meals via ParentPay.	