



# Accessibility Plan -

Carlisle

2020-2022


# POLICY ISSUES AND UPDATES

<b><i>Pages</i></b>	<b><i>Issue No.</i></b>	<b><i>Date</i></b>
Whole Document - new format and template used.	1	December 2016
Whole document - annual review	2	September 2017
Whole document - annual review	3	August 2018
Whole document - annual review	4	August 2019
Whole document - annual review and new school part added	5	June 2020

The following policy has been approved by the Senior Management Team and the Executive Team.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Executive Team: June 2020

Board signatory: 

Planned review: June 2022

## 1. Policy Overview

- 1.1 Progress Schools Carlisle is an inclusive establishment. It operates an equal opportunity policy for the education of students with a wide range of disabilities as outlined in the definition of Disability under the Equality Act (2010); *a person has a disability if he /she has a physical or mental impairment which has a substantial and long term (>12 months) adverse effect on their ability to carry out normal day-day activities.* The school ensures that all students with a range of disabilities experience inclusion so as to eliminate discrimination and harassment. We ensure this through the management of our building and curriculum and make certain that there is due regard to the need to constantly:
- promote positive attitudes
  - encourage participation by disabled persons in public life
  - promote equality of opportunity
  - eliminate disability related harassment
  - eliminate unlawful discrimination
  - use more favourable treatment, if necessary
- 1.2 It is the responsibility of the Governance Board and Senior Leadership Team to produce the Accessibility Plan. Details and progress against the Accessibility Plan are shared with governors and parents.

## 2. Key Aspects

- 2.1 Responsible bodies:
- must not treat disabled students/staff less favourably than able bodied students/staff
  - must make reasonable adjustments
- 2.2 Definition of disability - a physical or mental impairment with an adverse effect on the student's ability to carry out normal day-to-day activities. Effect must be substantial and long term.
- 2.3 Planning Process:
- Access audit and review of current activities
  - Identify priorities
  - Set targets
  - Consultation
  - Publication
  - Implementation
  - Evaluation
- 2.4 Reasonable adjustment plans for individual students are contained within their Individual Education Development Plans. Staff who require reasonable adjustments have a health passport completed when they start. Both documents move with the person should they switch schools/departments.

### 3. Accessibility Plan

3.1 In drawing up this Accessibility Plan the following stakeholders were consulted:

- Full Wider Group Directors - The Progress Group
- Staff, Leadership Team, Senior Leadership Team
- Parents/carers
- Students
- Local Authority

3.2 Increasing the extent to which disabled students can participate fully in the school curriculum

	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Short Term	Raise awareness for the whole staff of the curriculum needs of students with: <ul style="list-style-type: none"> <li>• Language and communication difficulties</li> <li>• Learning difficulties</li> <li>• Physical disabilities</li> <li>• Visual impairment</li> <li>• Hearing impairment</li> </ul>	Programme of staff training. Online, external and all staff communication days.  External training provided where necessary.	All staff are confident to support the varying needs of students in their schools.  Increased access and inclusivity for all groups.	On-going	June 2020 - curriculum is fit for all current cohort. Rolling target due to changing cohort.
	SENCO to administer training needs analysis questionnaire to all staff based on current cohort (existing site).	Programme of staff training. Online, external and all staff communication days.  External training provided where necessary.  Peer support programme.	Beyond induction and training provided to all schools and existing skill sets, individual staff needs will be identified and training provided where there is need.	Questionnaire by May 2020.  Training needs analysis by 28 <sup>th</sup> August 2020	Complete - Priority list of needs identified. Questionnaire has gone out to new staff for completion by 20 <sup>th</sup> August 2020.  Appropriate internal and external support being identified.
Medium Term	Developmental CPD for support staff to ensure the ever increasing student needs are met.	Work with individual support staff to identify individual	Appropriate support for individual student needs.	On-going	SENCO specific staff survey undertaken May 2020. This has provided training

		support needs required for each student on site.			needs across the board.  Questionnaire sent to new staff for completion by August 20 <sup>th</sup> 2020. Training need tracker to be updated with plans by 28 <sup>th</sup> August 2020.
	Circular training schedule for behaviour management techniques specific to disability that prevent effective learning for individuals.	Identify staff to be trained and specific requirements based on current cohorts, emerging trends of the region.	Appropriately trained staff to de-escalate situations	On-going	All staff attended communication day with Level 2 conflict resolution training.  Behaviour management workshops for regions being undertaken in August 2020
Long Term	Training for staff in one of the following low incidence needs: <ul style="list-style-type: none"> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• Advanced ASD</li> </ul>	Application for an accepted training course	Staff with specialist training/ qualifications	On-going	Quality specialist support within the school.  Increased curriculum access

Company Targets - All Schools within company. Listed in each accessibility plan as schools work together to share best practice.

Combined Equality Outcomes	Actions	By Whom	Timescale	Success Criteria
Eliminate disability related harassment.	Continue to maintain a clear anti-bullying policy and practice; promote positive attitudes towards those with a disability.	SLT and all Staff.	On-going.	Less bullying incidents; positive images of disabilities, higher profile in discussions, schemes of work and in displays.

Encourage disabled people's participation in public life.	Continue to maintain inclusion of disabled staff and students in and out of school hours learning activities and fundraisers.	SLT, All Staff	On-going.	Those with a disability continue to be represented in extracurricular activities, on councils and committees.
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### 3.3 Improving the delivery of information to disabled students

	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Short Term	Members of staff are familiar with practices to assist students, parents and carers with disabilities - e.g. hearing and visual impairments	Staff to attend local authority workshops as well as training in all staff communication days.	Staff able to use relevant teaching and learning methods to help students with disabilities.  Increased accessibility to parents and carers with a disability.	Ongoing	All current LA workshops are online or postponed (June 2020).  Online workshops have been sourced from EduCare, Young Minds and EEF.
Short Term	Students to be familiar with their targets and have a place to refer to them.	Planners to be used alongside the MIS IEDP.	Students take ownership of their targets and information can be shared more frequently with parents/carers.	Ongoing	Planners are being made for August 2020 delivery. Review of use in September.
Medium Term	Members of staff ensure that lessons provide opportunities for all students to achieve by means of: <ul style="list-style-type: none"> <li>Differentiated work</li> <li>Using large print transcriptions when necessary or printed on different colours</li> <li>Curriculum review for site specific difficulties and disabilities.</li> </ul> This is a brief example list.	SLT to review and amend programmes of study to ensure that the work is appropriate to stretch all students <ul style="list-style-type: none"> <li>Provide training on the production of materials in large print, on coloured paper etc.</li> </ul>	Differentiated programmes of study in place <ul style="list-style-type: none"> <li>* Members of staff produce specific resources where required e.g. large print materials or on coloured paper.</li> </ul>	Ongoing	Improved delivery of information to students with a disability  Curriculum review to be complete for August 2020. Individual site specific information to be provided to all schools.  Individual progression pathways are in

					place for each student for September 202 (old site). New site will be created once registered and students are admitted.
Long Term	To maintain above practice and review on an annual basis	Provision of information will be added to school improvement plans and is reviewed in monthly Executive Team meetings.	Provision of information will remain current at all times with regular reviews.	Ongoing	

### 3.4 Physical Access

	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Short Term	<p>Ensure that there are no physical barriers to access for students with wheelchairs in some classrooms / areas of the school</p> <p>Carlisle to review the front of the building and source portable ramp if possible with stair gradient. Rear access is available.</p>	Identify and maintain areas of the school which are accessible to students with limited mobility	<p>Increased access for students with a range of disabilities</p> <p>Regular review of premises</p>	Ongoing	<p>Increased physical access of the school.</p> <p>Carlisle has stairs on the front entrance but accessible access is available through the back.</p> <p>Many classrooms situated on first, second and third floor but there are also classrooms on the ground floor so those who cannot access are not disadvantaged.</p>

Long Term	To ensure that the school continues to provide an appropriate learning environment for students with a range of disabilities	Work with the LAs to ensure that there are no physical barriers to access for students with a range of disabilities	Full physical access to the school and curriculum  Regular review of premises  Report to SLT every year	Ongoing	Full physical access to the schools achieved.
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