CARLETON
HIGH
SCHOOL

Accessibility Plan

Summary:

At Carleton High School we provide for a range of SEND needs. All schools and local authorities need to carry out accessibility planning for the provision and access of disabled pupils. This is a requirement as required by the Disability Discrimination Act which has been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the school to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Author	Deputy Principal (Inclusion)		
Applies to: (please check as appropriate)	Staff ✓	Pupil ✓	Community ✓
Approved by:	Head of Pastoral and Inclusion		
Available on:	Compliance Library ✓	Website ✓	
Date of Approval:	September 2026		
Date of Next Formal Review:	September 2027		
Review Period:	Annual		
Status:	Approved		
Version:	V3		

Document Control

Date	Version	Action	Amendments
20/09/2022	1	New Plan	
19/10/2023	2	Review	Minor amendments
09/09/2025	3	Review	Minor amendments
04/11/2026	3.1	Review	No amends

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1.0 INTRODUCTION

1.01 The Equality Act 2010 replaces previous discrimination law and provides a single piece of Legislation covering all types of discrimination that are unlawful.

1.02 The previous Disability Discrimination Act (DDA) 1995 was amended in 2001 to include education. It specified that schools must not treat children less favourably for reason(s) associated with their disability and must take reasonable steps to avoid putting them at a disadvantage.

1.03 All schools and academies are required to carry out accessibility planning for disabled students and have an Accessibility Plan. Our Accessibility Plan is aimed at:

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

1.04 It is a requirement that the Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Within this document is our action plan and details on how we will address the priorities identified.

1.05 Information about the Accessibility Plan must be published in the annual report to parents/carers. There is some overlap with our SEN Policy and reporting, however this plan aims to go beyond SEN and increase inclusion within our schools.

2.0 LINKS WITH OTHER POLICIES AND LEGISLATION

2.01 This plan links to our responsibilities under the Equality Act 2010. Ark has in place an Equality Policy which outlines our commitment to equality and our duties under the Public Sector Equality Duty (PSED).

2.02 This plan links to our SEND Policy and provisions.

3.0 DEFINITION OF DISABILITY

3.01 The definition of disability under the law is a wide one. You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

3.02 The definition includes people with, but is not limited by:

- A Hearing or Visual Impairment.
- Cerebral Palsy.
- Muscular Dystrophy.
- Mental health issues.
- Incontinence.
- ADHD.

- Autistic Spectrum Disorder.
- Downs Syndrome.
- Hydrocephalus.
- Cystic Fibrosis.
- Severe Asthma.
- Diabetes.
- Cancer.
- Multiple Sclerosis.
- Epilepsy.
- Sickle Cell Anaemia.
- HIV.
- Facial disfigurement.
- Severe Dyslexia.
- Gross obesity.
- Diagnosed eating disorders.

3.03 If a person has been disabled in the past (for example, people recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of theirlife.

3.04 Students with disabilities have Special Educational Needs ('SEN'), however, not all students with SEN meet the definition for disability. This plan covers all of these students.

4.0 EXPECTATIONS OF STAFF

Ark Schools recognises the need to make all reasonable provisions for the admission and education of disabled students. Where possible, Ark expects Principals and their Senior Leader Teams, to ensure that:

- Leaders continually review the curriculum to ensure that disabled students are not disadvantaged in any way and that all subjects and activities are available to them.
- Leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, in order to allow the movement of disabled students around the schools.
- Leaders review the Admissions Policy so that reasonable adjustments may be made for disabled students seeking admission to the schools.
- Leaders ensure that training for both teaching and non-teaching staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled students.
- Leaders monitor and evaluate a range of student data to ensure that the needs of disabled students are met and, in many cases exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning.

5.0 INCREASING THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE CURRICULUM

5.01 The School Performance Review Board and Principal (with their Senior Leadership Teams) should identify actions in the Accessibility Plan to enhance teaching and learning opportunities for all those in the school communities with disabilities.

5.02 This section gives examples of what this may include:

- Consideration of increasing participation in school activities such as after-school clubs, leisure and cultural activities, as well as out of school visits, particularly for difficult-to-include student groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment pro-formas and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Agreeing how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation.
- Consideration of how classroom/group organisation has been targeted to ensure that all students achieve increased levels of school success.
- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- How schools respond to students and their parents/carers through the application of the SEN Policy (and related Code of Practice).
- Has the application of the SEN policy improved student attainment? Is communication effective regarding specific student needs, and is this monitored?
- Consideration of how liaison, increased communication and relationships with external partners and agencies has supported and enhanced students' access to the curriculum and how this is monitored, and improvements targeted.
- Identifying how staff training needs, in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc., have been identified and supported.
- Identifying student peer support mechanisms and the ways that the schools have ensured students have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the schools' communities are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement.
- Ensuring that action has been undertaken to ensure that parents/carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of the schools by undertaking quality marks or other additional intervention to improve the schools' ability to include those with disabilities.

6.0 IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE ACCESSIBILITY FOR DISABLED STUDENTS (AND OTHER MEMBERS OF OUR COMMUNITY)

The School Performance Review Board and Principal (with their Senior Leadership Teams) should consider all areas of the physical environment. This may include:

- Changes to improve access to doors, stairs, toilets, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the building e.g. provision of disabled parking and/or specific provision for pick up/drop off for disabled students.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids and ICT equipment such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of sound fields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works. This could cover applications for provision of suitable floor coverings, furniture and layout of the external areas.

7.0 IMPROVING ACCESS TO INFORMATION FOR DISABLED STUDENTS (AND OTHER MEMBERS OF OUR COMMUNITY)

The School Performance Review Board and Principal (with their Senior Leadership Teams) should consider how information can be made available to those with disabilities. This may be achieved by:

- Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at parents/carers meetings etc.
- Identifying how they have considered the readability of information including that provided by websites, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other student information are selected and provided to meet a diversity of student need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for student /parents who have difficulties in accessing information.

8.0 IMPROVING ACCESS TO INFORMATION FOR DISABLED STUDENTS (AND OTHER MEMBERS OF OUR COMMUNITY)

8.01 The School Performance Review Board and Principal (with their Senior Leadership Teams) will be required to comment in their annual report to parents/carers on the Accessibility Plan and identify any revisions as necessary. This may include:

- Success in meeting identified targets, including student achievement and attainment for those in vulnerable groups.
- Changes in physical accessibility of school buildings.
- Staff, student and parent/carer questionnaires or surveys that indicate increased confidence in the schools' abilities to promote access to educational opportunities for students with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for students with additional needs.
- Evidence that increased numbers of students with disabilities are actively participating in all areas of the schools.
- Evidence that fewer students are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- 'Student Voice' and student responses (verbally, pictorially and written) that indicate that they feel themselves to be included.
- Ofsted inspections identifying higher levels of educational inclusion.

8.02 The Accessibility Plan for this school is shown in Appendix one.

APPENDIX 1

Accessibility Plan – Carleton High School

ACCESS TO THE CURRICULUM		
Priority	**Strategy Action & Responsibility**	**Timescale**
Continue to update training for teachers and support staff on different aspects of SEND and how to provide effective provision.	• SENDCo to establish training needs and implement appropriate training programmes as required • Staff Meetings and INSET • Liaise with outside agencies to provide advice/training if necessary. • One Page Profiles to include relevant information to ensure access to curriculum • LSAs to be deployed appropriately to meet needs of students • Staff briefings led by SENCO to disseminate key information to staff to ensure providing access to curriculum • Interventions sessions ongoing for pupils • Differentiated teaching conducted by staff – regular training by Senior Leadership Team.	On-going
Ensure PE curriculum is accessible to all pupils.	• Curriculum Leader for PE to gather information regarding accessible PE and Disability Sports whenever necessary • Curriculum Leader for PE to review PE curriculum to audit potential need across school	On-going
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	• Ensure compliance with the Equality Act 2010 • Ark Central Team, Leadership Team and Subject Coordinators	Completed by July - annually

Ensure that support staff receive appropriate training where necessary from professionals to enable them to deliver programmes to children with physical disabilities.	• SENDCo and SLT to review and improve whole school SEND systems and monitoring in school • Review the needs of children with specific issues ensure staff have the opportunity to attend all relevant training • Ongoing relevant training from professionals to support children in school with specific needs	Ongoing as required
Ensure trained identified personnel to administer medication.	• The academy to cooperate with parents in the administration of medication to those children / young person's whose education would be disrupted if it was not available in school. • If necessary, liaise with partners in the Health Authority and seek suitable training. Use agreed policies and procedures.	Ongoing
School visits are accessible to all students.	• The needs of disabled students are considered when planning a school visit and suitable arrangements made e.g. parent to accompany child / young person, amount of walking required reduced for some children.	
Accommodate toileting and care needs of incontinent students.	• Organise for the provision of suitable equipment. Make sure students are aware of e.g. where to access equipment if they have moved to new part of the school. • Make sure staff are aware of needs of incontinent students. If necessary, consult with Health Authority partners to provide training for staff in toilet training techniques and ways of meeting needs of students who are incontinent.	
Access to the Physical Environment		
Ensure that all common areas of the school building and grounds are accessible for all children and adults	• All staff to ensure there is always access to disabled parking spaces. • Caretaker to ensure that main pathways and routes are kept clear and can be accessed by a wheelchair. • Maximise visual cues e.g. ramps and handrails	On-going

	• Lift accessible in both buildings to access upper floors • Accessible toilets are available in both buildings • Evacuation procedures for disabled people to be practiced and rehearsed so that a safe evacuation in the event of an emergency is carried out.	
Ensure that classrooms are optimally organised and that any additional equipment provided promotes the participation and independence of pupils and adults alike.	• Review the classrooms, their organisation and layout of furniture and equipment and make reasonable adjustments to ensure access for all	On-going as required
Ensure that any children with a physical disability have an Individual Health Plan with a particular focus on supervision and access at break and lunchtimes, where appropriate	• SENDCo to share and complete Individual Health Plan form with all relevant staff and parents	On-going as required
▪ **Access to Information**		
Ensure that any written information provided by the academy is shared with pupils, staff, parents and visitors where necessary.	• Initially, Principal to approve all correspondence sent by the school. • Train administration staff on standardised formats that have been approved and are accessible. • Admin staff will ensure they are aware of the services available for converting written information into various formats. • Promote the availability of different formats so parents are aware of this service.	On-going and to review annually as required

To ensure that student needs are met through 'Access arrangements' in planning exams.	• Use qualified assessors to test students and provide information on access arrangements. • Ensure the SENDCo and Exams Officer arranges testing in good time and puts into place any requirements.	
Ensure that Accessibility Plan and Equality Statement become an annual agenda item at SPRB meetings.	• Ensure the SPRB have a good awareness and knowledge of all related legislation.	On-going