



Carrington Primary and Nursery School

Accessibility Plan

Committee CVS

Date.....

Review June 2024

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from June 2021 - May 2024. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Carrington Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment of the school**, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- **Increase access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are, as equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA and Equality Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- **Improve the delivery of written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Single Equality Policy
- Staff Development
- Health & Safety (including off-site safety)
- Special Needs
- Behaviour Management
- School Improvement Plan

The action plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The school's complaints procedure covers the Accessibility Plan. The plan will be monitored through the Governing Body on an annual basis. The school will work in partnership with Nottingham City Council and the DAG (Disabled Access Group) in developing and implementing this plan.

The plan will be monitored by Ofsted as part of their inspection cycle.



Carrington Primary and Nursery School Accessibility Plan 2021 - 2024

Improving the physical environment of the school			
Item	Activity	Timescale	Cost
Improve paths so that wheelchairs and buggies can access different parts of school.	Tarmac path between gate and Year one and tarmac path between the main playground and the garden	2021	£10,000
Provide a shower to support changing children	Adapt medical room to include a shower	21-22	Grant from Sustrans

Improving the curriculum access of the school				
Target	Strategy	Outcome	Timeframe	Cost
Develop the use of R2ii assessment tools to identify ways to support pupils with emotional difficulties	Training for use of R2ii assessment tools and monitor use across school until embedded	Remove barriers to learning for pupils with emotional and behavioural difficulties	Training in 2021 – continue to develop over 2021/2022	Release time for SENCO
Enable all pupils regardless of age, ability and/or disability to access a broad and balanced curriculum in which they are able to make academic progress	monitor planning, differentiation and resources through termly learning walks and book analysis	learning walks and book analysis show evidence of a broad and balanced curriculum	ongoing 21 - 24	release time for SENDCO, Maths and English leads to monitor
B-Squared is used for children working below the year 1	B-Squared (PStep Brick walls) to be used for planning reading, writing and maths for	Children working below Year 1 level are working towards focused learning	Training in autumn 21 and then ongoing	Children working below Year 1 level are working

curriculum in years 1 - 6	any child working below Y1	objectives and making progress which can be celebrated		towards focused learning objectives and making progress
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Improving the delivery of written information from the school				
Target	Strategy	Outcome	Timeframe	Cost
Continue to develop the use of electronic communication to work with parents	Develop an offer for parents which combines both online meetings and face to face meetings (once the pandemic has receded) for reviews, day to day communication and parents' evenings.	Parents who cannot access traditional face to face meetings due to work, disability or emotional difficulties can communicate school about pupil progress and wellbeing	Work on this was accelerated by the pandemic, continue to develop over 2021 and 2022	Rental cost of Dojo
Signs and Symbols are used throughout school where needed and all classrooms use a Visual Timetable.	Signs and Symbols used to communicate with children if appropriate and visual timetables to be displayed in all classrooms.	To ensure communication is effective between all adults and children regardless of age, ability and disability and children feel calm and ready to learn.	from Sept 21 and ongoing	TA time to resource and manage