



**Carleton Green
Community
Primary School**

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Accessibility Plan

2025 - 2028

Approved by: Stacey Clark

Date: July 2025

Last reviewed on: July 2025

Next review due by: September 2028

Aims of the Accessibility Plan

This plan outlines how Carleton Green Community Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid.
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments and sensitivities.
- Auditory disabilities – this includes those with hearing impairments and sensitivities.
- Comprehension – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning Day Duty 1: Curriculum

| | Issue | What | Who | When | Outcome | Review |
|-------------|---|---|---|-------------------|--|-----------------------------------|
| Medium Term | Identification of barriers to learning | Screening for dyslexia | SENDCO | Autumn 2023 | Strategies and support can be put in place to ensure pupils can access their learning | Termly at pupil progress meetings |
| | Staff to have a greater understanding of dyslexia | Staff training on dyslexia and what strategies can help pupils | Teachers SENDCo Specialist support | March 2024 | Strategies and support can be put in place to ensure pupils can access their learning. Provision will link to the IEP targets Learning Support Plans | Termly at pupil progress meetings |
| | To gain further understanding and guidance on helping children with ASC meet the challenges of the curriculum and in supporting their social, emotional and communication needs | Training provided by external agencies. Develop the role of the learning mentor. Work alongside other mentors, access training, build up a bank of social and emotional interventions and means of identifying needs | Learning mentor Teachers SENDCo | Start Autumn 2023 | Social and emotional needs are highlighted and targeted through clear assessment and then interventions are in place to help children to self-regulate and access their learning | Termly at pupil progress meetings |

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|-----------|--|---|--|-------------|-------------------------------------|-------------|
| Long Term | Education Endowment Federation (EEF) recommendations to be established in mainstream setting | SEND CPD to increase teacher and TA expertise in theories and research that underpin EEF recommendations SENCo to provide guidance in the writing effective targeted learning plans to ensure effective strategies and recommendations of EEF are considered, SEND pupil progress meetings, walkthroughs, book looks to take place to ensure recommendations from the EEF are reflected in our setting | Headteacher, SENDCO Teaching assistants | Spring 2024 | Pupils with SEND can access lessons | Summer 2026 |
|-----------|--|---|--|-------------|-------------------------------------|-------------|

Planning Day Duty 2: Physical Environment

| | Issue | What | Who | When | Outcome | Review |
|-------------|---|---|--|-------------|---|-------------|
| Medium Term | Learning environment needs to support pupils who struggle with anxiety and self- regulation | Implementation of visual timetables in all classrooms up to Year 6. Written and shared timetables in Year 5 and Year 6 Regulation stations in classrooms for those pupils who are in need | Teachers SENDCo | Spring 2024 | Learning environment is accessible to pupils with visual impairments | Summer 2024 |
| Long Term | Development of a pastoral room | Adapting the SENDCo room into a space that can be used by the family learning mentor | Headteacher SENCo Family Learning mentor | Spring 2024 | There is a space in school for pupils when they need to regulate their emotions. A place where pupils can learn about self-regulation and how to manage their emotions and feelings | Summer 2026 |

Planning Day Duty 3: Information

| | Issue | What | Who | When | Outcome | Review |
|-------------|--|---|---|--------------|---|-------------|
| Short Term | Introduction of Class Dojo | Class Dojo will be launched to improve communication with parents and carers and allow key information to be shared quickly via the app | Deputy Headteacher | Summer 2023 | Improved access to information for all parents/carers | Ongoing |
| Medium Term | New school website | Improvements and changes to current school website to allow easier navigation and documents, key policies and new information to be easily accessible | Business manager Deputy Headteacher Headteacher | January 2026 | Improved access to information for all parents/carers | Summer 2026 |
| Long Term | Embed use of Class Dojo and school website as a means of communication | Audit of website Email notification to go out parent/ carers/staff and governors to raise the profile of Class Dojo and website. Regular updates on APP/ Website | Business manager Deputy Headteacher Headteacher | Spring 2024 | Website and App are both fully accessible and ensure good communication with our families and the local community | Ongoing |