

Carr Manor Community School

Accessibility Plan

This policy applies to staff, pupils, parents and governors

Reviewing Committee: Resources

Adopted by the governing body: December 2025

Review date: December 2028

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled students and to implement their plan. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils,” issued by the DfES in July 2002.

Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

“A person has a disability 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 carry out normal day to day activities.”

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled students in its admissions and exclusions and provision of education and associated services;
- Not to treat disabled students less favourably;
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- To publish an Accessibility Plan.

Carr Manor Community School is committed to an inclusive curriculum and increasing access to the school’s facilities for all by:

1. **Increasing the extent to which disabled students can participate in the school’s curriculum.** 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.
2. **Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
3. **Improving the delivery of written information to disabled students.** This will include planning to make the written information that is normally provided by the school to its students available to disabled students.

Consultation with students, parents and disabled people

(This section will help link the School Access Plan with the Disability Equality Scheme. It could include details of evidence about consultation, e.g. School Council, annual reviews,

interviews with parents, questionnaires, liaison with the community, voluntary groups and details of how feedback leads to future actions).

Audit of existing provision

(The inclusion of this section follows the recommendation in the DfES/Disability Rights Commission guidance 2006 'Implementing the DDA in Schools and Early Years'. The following are examples which may or may not be relevant to your school).

1. Curriculum

- Inclusive venues for residential visits have been identified.
- All students are encouraged to take part in a range of physical activities.
- All school visits and clubs are available to all students.
- Key staff are trained in the administration of medicines.

Children with learning difficulties are offered a differentiated curriculum. When a student does not make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social, emotional and mental health difficulties; has sensory or physical problems or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place detailing appropriate interventions.

2. Physical Environment

- There are accessible toilet and hygiene facilities for wheel chair users on the following floors:
 1. Ground Floor Blocks 'A' and 'C' Secondary Phase
 2. First Floor Blocks 'B' and 'C' Secondary Phase
 3. Second Floor Block 'B' Secondary Phase
 4. There are accessible toilets on both floors In the Primary Phase.
- Accessible parking spaces have been allocated /marked and kept available for use when needed in both the Secondary and Primary Phases.
- The Primary Phase car park has availability of vehicle charging points.
- The emergency evacuation system has both visual and auditory components.
- All rooms and floors are numbered with appropriate door and floor directory signage.
- A lift is installed for wheelchair access to the upper floors of the schools in both the Secondary and Primary Phases.

3. Written Information

- The school uses Language Line if needed for translation. Further advice is sought from the Ethnic Minority Service when needed.
- The school will keep up to date with available technology and practices to support individual students with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the DDA is consistent with the school's aim and equal opportunities policy and the operation of the school's SEN/Inclusion Policy.

The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be kept under review and revised as necessary. The Governors will achieve this through the Resources committee.
3. The plan will be available on request from the school.
4. The plan will be subject to monitoring by Ofsted during inspections.