



Accessibility Plan - Carlisle

2025 - 2027

Policy Issues and Updates

<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
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
Whole document – annual review	6	August 2021
Whole document – annual review	7	August 2022
Whole document – annual review	8	August 2023
Whole document – annual review	9	August 2025

The following policy has been approved by the Managing Director and Senior Leadership Team.

The policy will be reviewed on a biennial basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Managing Director: August 2025

Board signatory: 

Planned review: August 2026

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, which are uploaded to the student profile on Arbor. 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, Wider 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: • Language and communication difficulties • Learning difficulties • Physical disabilities • Visual impairment • Hearing impairment	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	Curriculum Review August 2025.
	SENCO to administer training needs analysis with new colleagues, highlighting training to Learning and Development Team and triangulating with Curriculum Manager.	Programme of staff training. Online, external and all staff communication days. External training provided where necessary.	Beyond induction and training provided to all schools and existing skill sets, individual staff needs will be identified and training provided	Ongoing	Training and analysis questionnaires completed by SENCO for ongoing training throughout academic year. Supplemented by observations.

		Peer support programme and CPD Wednesdays. Specialised SENCO sessions Thursdays.	where there is need.		
Medium Term	Developmental CPD for support staff to ensure the ever-increasing student needs are met.	Work with individual support staff to identify individual support needs required for each student on site. Outlined in talent development in MiProgress and Step Lab.	Appropriate support for individual student needs.	On-going	Training needs tracker completed and updated by Learning and Development Team with collaboration with SENCO throughout academic year 2025-2026.
	Training schedules for all staff discussed with Learning and Development Team and implemented through CPD Wednesday and SENCO Thursdays inc. schedule and ad hoc training.	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	Communication Day arranged for 31 st August 2025. CPD Wednesday and Thursday's schedule in place.
Long Term	Training for staff in one of the following: - Hearing impairment - Visual impairment - Advanced ASD - Trauma and Attachment (all staff) - ACEs - Sensory Needs	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 and relevant training provided throughout academic year where required. PSHE curriculum covered under 'My' Curriculum.
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.

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	Training needs analysis and CPD Wednesday's structured to promote familiarity and practical approaches for support.	Staff able to use relevant teaching and learning methods to help students with disabilities. Increased accessibility to parents and carers with a disability.	Ongoing	Online training sourced via The National College, Young Minds and EEF. Continual throughout academic year
Short Term	Students to be familiar with their	Student participates in	Students take ownership of their	Ongoing	IEDP training for all staff inc. The

	targets and have a place to refer to them.	target setting in first 2 weeks of starting. Recorded in IEDP.	targets and information can be shared more frequently with parents/carers.		Graduated Approach.
Medium Term	Members of staff ensure that lessons provide opportunities for all students to achieve by means of: • Reading strategies and development • Differentiated work • Using large print transcriptions when necessary or printed on different colours • Curriculum review for site specific difficulties and disabilities. This is a brief example list.	SLT/WLT to review and amend programmes of study to ensure that the work is appropriate to stretch all students • Provide training on the production of materials in large print, on coloured paper etc.	Differentiated programmes of study in place * Members of staff produce specific resources where required e.g., large print materials or on coloured paper.	Ongoing	Curriculum review in progress for implementation Autumn Term 2025.
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 always remain current with regular reviews.	Ongoing	Review of Accessibility Plan to be carried out August 2025.

3.4 Physical Access

	Targets	Strategies	Outcome	Time Frame	Goal Achieved
Short Term	Ensure that there are no physical barriers to access for students with wheelchairs in some classrooms / areas of the school	Identify and maintain areas of the school which are accessible to students with limited mobility	Increased access for students with a range of disabilities	Ongoing	Increased physical access of the school. Carlisle has stairs on the front entrance, but accessible

			Regular review of premises		access is available through the back. 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. Portable ramp on site for single step from back entrance to classroom space.
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.