



Accessibility Plan

Incorporates:

The Equality & Inclusion Monitoring Policy
(Appendix A)

Agreed March 2024
To Be Reviewed March 2027

Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

To fulfil our legal obligations, we are guided by a number of principles:

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status and whether or not English is their first language
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

Castle Hill Infant School is a 'Rights Respecting School' where we regularly refer to the universal moral values set out in the UN Convention on the Rights of the Child (UNCRC). This gives us a strong set of shared moral values which are introduced to and developed with all sections of our school community. The UNCRC provides everyone with a common language and moral framework for considering the consequences of many of our actions for the rights of others and for our own rights. This gives us all a firm basis for promoting equality and community cohesion and for respecting and celebrating diversity. We also encourage all members of our school community to see themselves as active global citizens who challenge injustice wherever they meet it and take action for a just and sustainable world.

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that deprivation in all its guises may hinder the ability to learn, and that socio-economic factors may affect attitudes towards learning and availability of resources. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs

- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics
- Acceptance of the Rights & Responsibilities of all mankind and the impact we have, through those Rights & Responsibilities, on the wider world

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff). Refer to our Recruitment, Employment & Pay Policy for details.

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other. This also supports pupils' spiritual, moral, social and cultural (SMSC) development and the promotion fundamental British values further nurturing and supporting equality.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies & activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation & for staff, through staff governor representation. Where necessary we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence and information

We will analyse a broad range of evidence, information and data from a variety of sources to support and substantiate the Equality & Inclusion analysis published in our review. We will consider the information we have collected about our school, where possible, in the context of national and county information.

Information and data may be included from, but is not limited to:

- Analysing School Performance (ASP)
- Headteachers reports
- School policies
- Governor reports
- Parent/pupil questionnaires
- Wider community feedback

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

Our equality information will be captured in an annual Equality & Inclusion Review which can be found on our web site at www.castlehillinfantschool.org The Equality & Inclusion Monitoring Policy (Appendix A) will also be used to inform the review.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7). We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards their achievement. The objectives are reviewed formally in our annual Equality & Inclusion Review on our web site at www.castlehillinfantschool.org

10. We ensure the whole school community is aware of our commitment to equality

We ensure that any policies, policy reviews, outcomes and actions are available to parents in a manner best suited to their needs and are readily available on our website for the wider community to access.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

11. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Short term (when needed)</p> <p>For all children to have equal access to the curriculum</p>	<p>School to liaise with services such as specialist teacher advisers, SEND advisers and appropriate health professionals to ensure more specialist help/ equipment is in place.</p>	<p>SENCo</p>	<p>On-going as required</p>

	The curriculum is reviewed to ensure it meets the needs of all pupils.				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramp • Corridor wide enough for wheelchairs • Disabled parking place • Disabled toilet and changing facilities • Library and classroom furniture at wheelchair-accessible height 	<p>Short term</p> <p>Ensure staff with hearing impairment have an app to alert them if the fire alarm goes off.</p> <p>Medium term</p> <p>Ensure the edge of steps are clearly demarcated so they are visible.</p> <p>Long term</p> <p>Ensure there are visual alarm beacons to alert people with hearing impairment to the fire alarm.</p>	<p>School to investigate apps which can link alarm and hearing aids</p> <p>Liaise with HCC Property Services as to which companies can carry out the work</p> <p>Liaise with Property Services</p>	<p>AO</p> <p>HT</p> <p>HT</p>	<p>April 24</p> <p>July 24</p> <p>On-going</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations • Timelines 	For staff to access local services	SENCO to produce a list of services, including those of the LA, for providing information in alternative formats (ie braille) when	SENCO	On-going

			required or requested.		
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy