



Accessibility Plan

Castle Hill Primary School

Inclusion Statement

At Castle Hill Primary School all members of our school community will be listened to, valued, challenged and supported as individuals to recognise and achieve their aspirations, whatever it takes. We aim to make effective provision for the learning and teaching of all groups, regardless of age, gender, ethnicity, attainment or background, and to promote tolerance and understanding amongst all pupils. We are passionate about inclusion and it forms a key part of our school improvement plan.

Approved by: Full Governing Body	Date: Autumn 2015
Last reviewed on:	September 2024
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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 physically or mentally impaired pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to physically or mentally impaired 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.

At Castle Hill Primary School, we are committed to ensuring equality of education and opportunity for all our pupils. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the school, ensuring all our pupils have all the support they need.

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, including children, parents and governors.

2. 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 physically or mentally pupil faces in comparison with non-impaired 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	Success criteria
Ensure access to the curriculum for pupils with a disability	<p><i>Our school offers an adapted curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with impairments.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with an impairment.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>To maintain the current practice.</p> <p>To continue to focus on adaptation for all pupils.</p> <p>To regularly review resources and liaise with outside agencies to ensure the resources and provision are up to date and relevant.</p> <p>To track progress (Sonar) and regularly review reports for vulnerable pupils. SEND Clinics and PPMs to discuss pupil needs.</p> <p>Curriculum continually being reviewed.</p>	<p>Considerations for our PD children in terms of access to the building and curriculum opportunities.</p> <p>Continued liaison with outside agencies (eg Specialist Teacher Advisory Service (STAS) to review in class provision e.g. Chairs, laptops, wheelchairs etc</p> <p>Progress of all pupils to be scrutinized.</p> <p>Subject Leaders review and adapting planning to ensure adaptations are</p>	<p>AHT (Inclusions) and FGB</p> <p>Class teachers and AHT (Inclusions)</p> <p>SENDCo, SLT & Class teachers</p> <p>Subject Leaders and Class Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

			considered. This is supported through regular INSET and staff meeting time.			
Improve and maintain access to the physical environment	<p><i>The Rooksdawn Campus was opened in 2015 and was designed to be fully compliant with legislation.</i></p> <p><i>Greenbank Campus was first built in the 1970s and, where possible has been adapted for equality purposes e.g. disabled access to school gates installed, ground floor classrooms have level flooring for wheelchair access to the outside area.</i></p>	<p>N/A</p> <p>The environment is adapted to the needs of pupils as required.</p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Designated toilet cubicle that can be used for child with medical needs</i> 	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>SLT, SENDCo</p>	<p>N/A</p> <p>.</p>	<p>N/A</p>
Improve the delivery of information to pupils with an impairment	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations (Widgit)</i> 	<p>To ensure consistency across both sites.</p>	<p>Ensure that all methods of communication of information is planned to ensure consistency across both sites.</p>	<p>Finance Manager, HT, Premises Manager & SENDCo</p>		

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 governing board and the headteacher.

5. Links with other policies

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

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

Appendix 1: Accessibility audit- Rooksdown Site 2024

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two	N/A	-	
Corridor access	Good access across the site- wide enough for a wheel chair, walking frame etc.	None	H&S Lead (premise team)	
Lifts (Phase 1 only)	There is a lift to the left of reception that can be used to access the second floor.	Key staff trained annually to be aware of the correct usage of the lift (including where the key is stored).	H&S Lead (premise team)	Autumn Term
Parking bays	There are two disabled parking bays available inside the school grounds	N/A	-	
Entrances	The entrances all have doors wide enough for a wheelchair to have access	N/A	-	
Ramps	The building doesn't require ramps	N/A	-	
Toilets	Phase 1 - There are two disabled	None	-	

	<p>toilets at either end of the building on the ground floor. On the first floor there is one toilet with disabled access.</p> <p>Phase 2 – There is a disabled toilet on both floors.</p>			
Reception area	There is good access into the school and it is open plan.	None	-	
Internal signage	All fire exits are clearly identified – Classroom have picture signage; toilets are clearly signed. It has been noted that there is no braille at present – however we have no children / adults who require this currently.	None	-	
Emergency escape routes	These are clearly signposted with the correct signage.	None	-	
EVAC Chair	EVAC Chair installed at the top of the stairway next to the lift.	Annual servicing and training of staff who will be using to support children with access difficulties.	H&S Lead (premise team)	Ongoing - annual

Appendix 1a: Accessibility audit- Greenbank Site 2018

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two	N/A	-	
Corridor access	Access is clear but space is well used.	None	-	
Lifts	None	N/A	-	
Parking bays	There is one disabled parking bay available inside the school grounds but not labeled	Mark out the Disabled parking bay	Site Team	TBD
Entrances	The entrances all have doors wide enough for a wheelchair to have access	N/A	-	
Ramps	The building doesn't require ramps	N/A	-	
Toilets	There is 1 disabled toilet access on the ground floor for children. There is no adult disabled toilet	Adapted for PD child in Summer 2017	Complete	

	present.	Funding dependent	SMT	Ongoing
Reception area	There is good access into the school and it is open plan.	None	-	
Internal signage	All fire exits are clearly identified – Classroom have picture signage; toilets are clearly signed. It has been noted that there is no braille at present – however we have no children / adults who require this currently. This was completed and reviewed during recladding project	None	-	
Emergency escape routes	These are clearly signposted with the correct signage.	None	-	