

Castle View Primary Academy



Accessibility Plan

Date: Draft December 2024

Approved by governors:

Date of Review: (interim review) December 2025 and then every 3 years

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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 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

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 View Primary Academy, we are committed to ensuring that all pupils, staff and visitors regardless of their physical sensory or learning disabilities have equal access to our services, education and facilities. This Accessibility Plan outlines how we aim to improve access to the school's physical environment, curriculum and information. We are committed to removing barriers to learning and ensuring that all can fully participate in academy life.

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 academy supports any available partnerships to develop and implement the plan. We follow the advice and procedures as set out by the multi-academy trust we are part of 'Cidari'.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, visitors and governors of the academy

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our academy offers differentiated / adapted curriculum for all We use resources to the needs of pupils who require support to access the curriculum Curriculum resources include examples with disabilities Curriculum progress is tracked for all pupils including those with a disability Targets are set for all and are appropriate for pupils with additional needs The curriculum is adapted to make sure it meets the needs of all pupils Assistive technology is used to support learning where appropriate Staff are trained in differentiated strategies. 	To provide full access to curriculum whilst meeting individual needs	<p>Consider increasing use of assistive technology in the academy for example, reading pens, immersive reader, text-to-speech</p> <p>Audit what is currently available / in use</p> <p>Extra-Curricular Activities:</p> <p>Ensure that all pupils can participate in extra-curricular activities, including those with physical or sensory impairments</p> <p>Adapt activities to accommodate individual abilities and needs</p> <p>Provide appropriate support and supervision.</p>	Headteacher, TA, SENCO, SEN Manager/SENIT Coordinator	April 2025	Access to the curriculum is evident and apparent in progress monitoring
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils with disabilities. This includes:</p> <ul style="list-style-type: none"> Ramps / slopes Corridor width Disabled parking Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Visual aids throughout for those with visual impairments Push button door on ground floor classroom for easy access Disabled toilet located in classroom 	<p>The Academy is aware of the needs of pupils with disabilities, staff, governors, visitors, parents and carers.</p> <p>The</p>	<p>A lift would be installed as this would improve access to the facilities however, currently there is no budget for this. Changing location of other classrooms</p> <p>Tactile signage to be installed if required</p>	Headteacher, Facilities Manager	N/A	<p>All can access physical environment</p> <p>Reviewed annually and monitored termly.</p> <p>Feedback sought from users to assess effectiveness of measures to identify further improvements needed.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations		The Academy ensures all newsletters and school communication is available in large print and digital formats.	Continuous monitoring and implementation when new signage is introduced. Digital tools and professional services could be used to have braille and induction loops required.	Headteacher / School Manager / Business Manager / SENCO / SEN Manager	N/A	Communication format meeting of all who use the building

4. Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be reviewed by the accessibility team, which consists of the Special Educational Needs Coordinator, Head Teacher, School Business Manager, Family Support Worker and Site Manager (SENCO, HT, SBM, FSW, SM).

It will be approved by the governors.

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
- SEND policy
- Supporting pupils with medical conditions policy