



Castle
Primary School

Accessibility Policy

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Table of Contents

1. Policy Statement.....	2
2. Principles	3
3. School Context	3
4. Current Practice	3
5. Accessibility Plan	4

1. Policy Statement

1.1 The Equality Act 2010 requires Castle Primary School to publish an accessibility plan. The plan must cover school's actions to improve accessibility in 3 key areas:

- increased access to the curriculum for disabled pupils;
- improvements to the physical environment to increase access to education and associated services at the academies for disabled pupils; and
- improvements in the provision of information for disabled pupils where it is provided in writing for non-disabled recipients.

1.2 This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

At Castle Primary School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers and governors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability. We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- *Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *Preparing pupils at the school for the opportunities, responsibilities and experiences of later life.*

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

2. Principles

2. Castle Primary School is committed to:

- Demonstrating a commitment to developing access to the school for all pupils
- Reflecting the views, wishes, aspirations and concerns of parents and pupils and be based on a culture of high expectations for all
- Reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety
- Being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- Supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- Using information from audit and other data collection approaches validated by research
- Showing how the school plan is coordinated with the LA's strategy
- Embedding accessibility within the school improvement process
- Making explicit links with the work of other agencies
- Including a clear evaluation strategy.

3. School Context

Castle Primary School

Castle is a mainstream school for children aged 2-11 years. The school comprises of three main buildings plus one separate, more modern classroom; all are single storey. Originally built in the 19th century, the school's buildings have been extended and adapted over the last years. There are different levels within the school with steps to different parts of the building. Access for those using a wheelchair is often difficult and certain parts of the building are currently inaccessible.

4. Current Practice

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

The main entrance to the school has a wide door and a wheelchair ramp is available when needed. There are disabled toilet facilities available, fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. While classrooms in the top building have no direct wheelchair access from the playground, all are accessible with the use of the wheelchair ramp.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

Our key aims are to provide:

- *Full access to the curriculum*
- *Full access to the physical environment*
- *Full access to information*

5. Accessibility Plan

3.1 Castle Primary School's accessibility plan is set out below. The plan will be published on the school website.

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	Principle/ SENDCo	SEND update within half termly newsletter. Regular telephone contact for parents who struggle to make meetings or attend the school site. Parental involvement in information report review at end of the year. SEND information/ guidance shared via email and sessions arranged for coffee morning focus.	SENDCO time	Ongoing with yearly update of SEND report published to academy councillors in July.	Parents feel informed about the provision available and support we can offer their child. Parents feel informed about their child's progress and attainment in school
Training for staff on increasing access for all children	SENDCo	TA training within fortnightly support staff meetings. Teacher CPD within INSET and staff meetings		Throughout the year	Staff feel confident and staff survey gives high rating for training.

Effective use of resources to increase access to the curriculum for all children	Principle / SENDCo	SENDCo to ensure resources and strategies are cited in all assessment reports for CT's. Review of the use of resources to be undertaken with CT to ensure effectiveness for each pupil.	Small budget for consumable resources e.g. pencil grips, chewlery, sensory / fidget toys	Throughout year	Assessment reports evidence resources to be used in class. A range of resources to be accessible and in use in all classrooms. Children are able to choose and name resources they find helpful.
Adaptations to the curriculum to meet the needs of all children	Class teachers	Training for all staff on subject specific adaption and scaffolding to further develop the effective use of adaption to meet the needs of all learners. The effect of which will be measures in SEND monitoring cycles.	Staff awareness training	Ongoing	All children able to access the full curriculum
Appropriate use of specialised equipment to the benefit of individual children	Class teachers / LSAs / SENDCo	Effective sourcing of specialised equipment. Effective training for use of equipment delivered to appropriate staff.	Resources under £500 come out of school budget	Autumn each year	Staff and pupils confident in using specialised equipment

Improve educational experiences for children with significant speech impairment	Class teachers / LSAs	Whole class speech programme in EYFS, Oracy threaded to wider curriculum, increase vocab; key vocabulary identified in knowledge organisers Daily Teacher reading to whole class/groups Paired reading classes where older children support younger children	NELI/ Talkboost intervention time	Throughout year	
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable participation of all children	All staff / sports coaches	No restriction placed on children eligible to attend. A range of clubs are on offer to cater for all ages groups.	Activities funded by the PE and PPG grants	Ongoing	All children who wish to access after school activities are able to do so