



# Castle View Primary School



## 2020 – 2023 Plan – Accessibility Plan.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Castle View Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will cover a three-year period and will be updated annually. The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

The Accessibility Plan will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve access to the physical environment of the school, adding specialist facilities as necessary and increase the extent to which disabled pupils can take advantage of education and associated services. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include letters home, hand-outs in class and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



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Target	Actions	Success criteria	Timescale	Review- spring 2021
<b>Curriculum Areas:</b>	Ensure all children with SEND have appropriate interventions in place according to their need	Support plans in place and up to date to form a key part of the planning process for all pupils	Termly	
	Provide training for staff in the identification of children with specific learning difficulties. Ensure lessons address a variety of learning styles and are differentiated appropriately Eg Autism Awareness Training, ADHD, Attachment, Dyslexia	Staff are familiar with the criteria for identifying specific needs and are more able to fully meet the requirements of all children using a range of strategies including QFT. Children are successfully included in all aspects of school life	Annual training	
	Promote the participation and independence of all pupils. Assess pupils for additional aids/equipment to support access to curriculum Eg writing slope/wobble seat, coloured overlays.	Classrooms are well organised to enable children to have a range of resources to support their learning. Effective equipment is used to promote learning where appropriate Increased access to National curriculum.	On going	
	Review the deployment of TAs/Support staff and establish when available additional support might be required	Adult support is available during key times that children may need support. Eg lunch times, PE lessons, extra curriculum activities. Children who require individual adult support to participate in some activities have access to this support. Small group work with specific adults tailored to children's need.	Annually	
	Ensure enrichment and school visits are accessible to all pupils regardless of attainment or impairment	Risk assessments in place with additional support as required to ensure all school visits are inclusive. Increase in access to all activities for all pupils.	On going	
	To ensure accessibility materials are available for Visually Impaired (VI) children, those who experience visual stress and Hearing Impaired (HI) children.	All children can have access to a full curriculum. Children with VI have access to appropriate materials Children with visual stress use	Review each term and after	



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		relevant paper to minimise distress. HI children have hearing aids that work and staff use effectively.	any specialist reports.	
<b>Access of information</b>	Make available school brochures, school newsletters and other information for parents in alternative formats as required.	Delivery of school information to parents and the local community improved- using paper copies, website and social media platforms to increase communication.	2020-2023	
	Seek to improve the quality of communication to parents- with a specific focus on SEND pupils.	Look into Parent Apps/social media to keep parents more up to date with information Develop termly parental questionnaires regrading communication and coffee mornings.	2020-2023	
<b>Physical Access</b>	<ul style="list-style-type: none"> <li>The physical access to Castle View Primary School has improved over the past few years.</li> <li>The current premises design and layout has full regard for accessibility and includes ramped entrances/exits, wide wheelchair friendly classrooms, passages and doorways. The building also incorporates an accessible toilet.</li> <li>The playground is also now fully accessible, with no restrictions as this is level with the main school building; with ramps to the school field, car park and bike shed.</li> </ul>			