



## **Castleway Primary School & Castleway Nursery School** **Accessibility Plan 2023/24**

**Updated: September 2023**

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.

Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. According to the Act, a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.”

As an inclusive organisation, 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. Our school motto (Be kind. Be confident. Be your best.) permeates all that we do at Castleway.

Castleway plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. Therefore, an Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- 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; (If a school fails to do this they are in breach of the DDA). 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. We have created an accessibility action plan. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

### **Aims and Objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Continue to improve the delivery of written information to pupils and parents

Continually improving teaching and learning, lies at the heart of what we do at Castleway. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within our classes. All children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
To continue to provide staff training to meet special educational needs	Develop a rolling programme of high quality training to improve provision for children with disabilities this will focus on: <ul style="list-style-type: none"> <li>• ASC</li> <li>• Dyslexia</li> <li>• Mental Health</li> <li>• Supporting medical conditions</li> </ul>	Training to be decided termly as needs arise.	SLT SENDCo	All children able to access all areas of the curriculum and work towards attaining age related expectation
Ensure that provision is designed to meet SEND pupils at Castleway	Audit and develop provision against SEND Code and needs of children at Castleway	As required	SLT SENDCo	Ensure that staff plan effectively for any individual needs so that attainment and access to the curriculum improves.
All out of school activities planned to ensure, where reasonable, participation of all pupils.	Review all extra-curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extracurricular activities. Regular check via Evolve for out of school activities.	Class Teachers SLT HT	All children able to access all areas of the curriculum and work towards attaining age related expectation

### **Physical Environment**

We are proud of how we are continuing to grow and develop at Castleway. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Strategies	Timescale	Responsibility	Success Criteria
All classrooms and communal spaces are calm, organized and accessible.	Neutral colour pallets used throughout. Consistent approach to displays across school.	Implemented September 2023	All staff.	Calm environments throughout school.
Ensure all disabled pupils can be safely evacuated.	Ensure all staff aware of PEEPs if needed.	As necessary	Class Teachers SLT SENDCO HT	Safe evacuation for all when necessary.

### **Communication**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible around school	Access to translators, sign language interpreters to be considered and offered if needed. Different language signs to be displayed to aid access and understanding.	As necessary	Class Teachers SLT SENDCO HT	All families feel welcome and have a clear understanding of school procedures
Information on website accessible to all.	Ensure website is fully compliant with requirement for access by person with visual impairment (guidance available from school office).	Ongoing	SLT HT	Website to have very clear information that can be accessed by all people.
Information for parents/carers to be clear for all.	School office to help parents access school information and complete forms.	During induction/ongoing	Office	Parents feel that they communication is effective.