



# Castle View Primary School Accessibility Policy and Plan

This policy has been reviewed on 26<sup>th</sup> May 2021 and has been impact assessed in the light of all other school policies and the Equality Act 2010.

<b>Signed:</b> Sue Jones	
<b>Position:</b> Chair of Governors	
<b>Date:</b> May 2021	<b>Review Date:</b> May 2022
<b>Minute Number:</b> LG05/21.20	

## **Aims**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability 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 carry out normal day to day activities.'

## **Vision and values**

At Castle View Primary School we are committed to giving all our children the opportunity and access to the whole school curriculum. We do this by taking account of pupils' needs, their safety and that of others. The achievements, attitudes and well-being of all our children matter. As a whole school our ethos is to promote respect for individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

## **Current school profile**

We currently have children who have needs such as:

- Asthma
- Eczema
- Rare syndromes
- ADHD
- ASD
- Allergies
- Hyper-mobility
- Visual impairment.
- Dyslexia
- Delayed speech and language
- Hearing impairment
- Cognitive difficulties
- Medical needs
- Mobility difficulties

We collect information from parent questionnaires, which are given at the point of pupil admission, so that we are as fully prepared as possible for their entry in to school. Medical contact details are gathered, as well as any outside agency involvement. This information is deemed only by the parent.

### **Accessibility needs:**

The action plan ensures that:

- The school draws on the expertise of external support.
- The SENCO has an overview of the needs of Special Educational needs pupils and disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities, wherever safe to do so.



## Castle View Primary School Accessibility Plan 2021-2022

	Action	Support	Resources/Budget allocation	When?	Impact	Monitoring Method: Who? How?
1	Improve curriculum access for hearing impaired pupil.	SEND TA to have continued access to Hearing Impaired team.	£300.00	Ongoing support Sept 2021-2022	Hearing impaired pupil to have tailored provision.	Headteacher. Feedback from parents, staff and pupil. Observations and data analysis.
2	Ensure vulnerable pupils have access to quality first teaching through pastoral support.	Ensure pastoral support meets and supports the needs of individual (vulnerable) pupils and their families. Ensure this support is tracked to identify impact and therefore accountability for meeting the needs of the pupils to improve outcomes for the pupils. Threshold one Early Help offer	£15,500	2021/2022 Termly reviews of Pastoral support.	Needs of vulnerable pupils are met and families are supported to ensure their children attend school 96% or above and have greater engagement with school.	SENCo and Headteacher. Attendance data, Parental attendance figures at parents evening, as well as observations and discussions with class teachers. Early help reviews-updates.
		Sustain Early Help support for vulnerable families through Highfields early help offer. Pastoral manager to continue to triage cases with early help team.	£6,600	2021/2022 Termly reviews of Pastoral support.	Support given to vulnerable families in light of impact of COVID-19	
3	Re-paint the hall steps, so	Hall step edges painted with yellow, reflective paint.	£500.	Autumn 2021	Steps are clearly visible	Headteacher Site survey

	that they are highly visible for visually impaired.				documentation and health and safety audit
4	Invest in SSEN consultant to carry out cognitive tests, analyse needs and adapt provision.	SSSEN professional to support in analysis and diagnosis of the support needed for identified pupils with SEND.  Review provision mapping ensure there is accountability for outcomes for all support staff.  Teaching and learning targeted at pupil need.  Progress of SEND pupils is tracked effectively.	£6,000	December 2021	SEND staff are held to account for the provision and outcomes of pupils.  SEND pupils make good progress due to support and targeted provision.
5	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Ensure there is : Thorough planning. Advance visits. EVOLVE Form and Risk assessments completed and adhered to.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher receive up to date training. £120 a year . £100 annual subscription for Evolve on line portal.	On-going	School trips & residential visits are accessible for all pupils.  Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils

6	Ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	<p>Consider alternative communication systems.</p> <p>Consider and adapt the way in which information is presented to pupils.</p> <p>Consider and adapt ways in which pupils can communicate their ideas.</p> <p>a) Purchase tablet for dyslexic pupils to write on/speaking tool.</p> <p>b) Purchase reading pens to support struggling readers.</p> <p>c) Develop metacognition strategies</p> <p>d) Purchase widgit/communicating print software programme to enable non-verbal pupils to understand instructions and begin to communicate.</p>	All Staff. Subject leaders. Advisors for sensory impairments.	Ongoing  IT strategy £1,000  £1,000  CPD costs £1,000  £2,000	Curriculum is fully accessible for all pupils.	Head Teacher SENCo.
7	Ensure the site is fully accessible for child with poor mobility and in need of wheelchair access.	Hand rail enables pupil with poor mobility to access the school site independently.	£1,000  £3,000  £2,000	Autumn 2021	<p>Pupil is able to access school site with greater independence.</p> <p>Hand rail fitted pedestrian access</p> <p>Hall doors altered to allow wheel chair access.</p> <p>Toilet cubicle widened to allow wheel chair access.</p>	SENDCo  DCC funding this for a pupil with medical needs.

8	Ensure outside agency provision supports in providing detailed, accurate actions to meet the needs of pupils with SEND.	Purchase/engage specialist outside agency support e.g.  Educational psychology Autism outreach	Traded services through Derbyshire County Council, currently.  £2,000.00	Years provision 2021/2022	Specialist support identifies SENandD pupils needs and offers support to staff.  Funding is accessed for pupils in need.  Pupils are able to access the curriculum and be fully included in school life.	Headteacher SENCo
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