



# Castle View Primary School Accessibility Policy and Plan

This policy was reviewed on the 9<sup>th</sup> of October 2024 and has been impact assessed in the light of all other school policies and the Equality Act 2010.

<b>Signed: Jake Sinetos</b>	
<b>Position: Chair of Governors</b>	
<b>Date: September 2024</b>	<b>Review Date: September 2025</b>
<b>Minute Number: LGC0924.9.1</b>	

## **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**

Castle View Primary School Accessibility Plan

Castle View Primary School, School Road, Matlock, Derbyshire. DE4 3DS.

Telephone: 01629 582699. Headteacher: Amie Wilton Chair of Governors: Jake Sinetos

We currently have children who have needs such as:

- Asthma
- Eczema
- ADHD
- ASD
- Allergies
- Hyper-mobility
- Visual impairment.
- Dyslexia
- Delayed speech and language
- 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 only provided by the parents/guardians.

**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 2024-2025**

Short/Long Term Objective	Issue	What	Who	When	Outcome	Review
<b>Curriculum</b>						
Short Term	Improve provision for children with specific SEMH challenges which may prevent them from accessing full curriculum	Use of Positive Play and Nurture to support pupils to access the full curriculum	Pastoral Manager	Autumn, Spring and Summer Term	Children in all classes have provision to support needs throughout the week	Termly to meet needs
Medium Term	Need to improve tracking for those children with additional needs and set shorter more frequent targets that can be reviewed. These should not always be in line with ARE curriculum	Regular meetings with SENDco and parents to review progress outside of parents evening before reports are given out to look at smaller next steps and set reasonable targets that are measurable	SENDCo	Autumn 2024- Summer 2025	Earlier identification of needs and graduated support in place	Summer 2025
<b>Physical School Environment</b>						
Short Term	Areas around nursery and new block building are slippery due to build up of moss	Maintain safe external routes around school	Caretaker	Autumn 1	Clear pathways and safe access to all buildings	2 <sup>nd</sup> Week of term.
Ongoing	Corridors in school not always clear potentially restricting access and posing hazards to people with restricted mobility and/or vision.	Maintain safe access around the internal school building and ensure suitable storage provided for pupils belongings	Caretaker	Review continually	All pathways, corridors and all doorways are always kept clear and accessible. All people with disabilities can move around both sites unhindered.	2 <sup>nd</sup> week of term for storage
Short Term	School site accessibility for wheelchairs and visually impaired users	Ensure all the areas around school are accessible for wheelchair users	Headteacher, PI teacher and VI teacher	Autumn 1	Site is accessible to all	Autumn 2 review
<b>Information</b>						
Ongoing	All the information from the school is currently online/paper and so might not be accessible to some pupils, staff or parents/carers.	To enable improved access to all information for pupils, parents and visitors.	SENCO and SBM	Review annually and as needed	Create and offer information in alternative formats.  All pupils, parents and visitors have access to appropriate information.	Termly

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