

## Accessibility Plan 2022-2025

At Castle Academy, we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our Equality and Accessibility Plan is based upon our current cohort. We will respond to additional needs of individuals that arrive as soon as, or before they are admitted.

### Curriculum Access

	Target	Timescale	Actions	Success Criteria
a.	<ul style="list-style-type: none"> <li>Increase confidence of all staff in differentiating the curriculum to meet the needs of all learners</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Staff training needs on curriculum access identified</li> <li>CPD delivered on 'Success for All' pedagogical theory.</li> <li>Subject specific strategies for promoting access and differentiations developed and embedded in classroom practise.</li> </ul>	Raised staff confidence in strategies for differentiation and increased pupil participations and access across the curriculum.
b.	<ul style="list-style-type: none"> <li>Ensure all staff have specific training on disability needs.</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Be aware of staff training needs</li> <li>Staff access appropriate CPD linked to disability and Specific Learning Difficulties, e.g. dyslexia.</li> </ul>	Increased awareness and understanding of individual needs.

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c.	<ul style="list-style-type: none"> <li>Ensure all staff are aware of disabled children's curriculum access</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child</li> </ul>	Increased awareness from all staff of individual need.
d.	<ul style="list-style-type: none"> <li>All out-of-academy activities are planned to ensure, where reasonable, the participation of the whole range of pupils</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Review all out-of-academy provision to ensure compliance with legislation</li> </ul>	Increase in access to all academy activities for all disabled pupils
e.	<ul style="list-style-type: none"> <li>All educational visits to be accessible to all</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness</li> </ul>	All pupils in academy able to access all educational visits and take part in a range of activities
f.	<ul style="list-style-type: none"> <li>PE curriculum to ensure PE accessible to all</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Gather information on accessible PE and disability sports</li> <li>Seek disabled sports people to come into academy</li> </ul>	Everyone has access to PE
g.	<ul style="list-style-type: none"> <li>Raise awareness of disability equality issues and review all curriculum areas to include disability issues</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Ensure a range of disabilities are represented in curriculum resources, displays etc.</li> <li>Ensure disability issues are discussed with the children across the curriculum and in assemblies</li> </ul>	Increased awareness of disability issues throughout the curriculum
h.	<ul style="list-style-type: none"> <li>Classrooms are organised to promote the participation and independence of all pupils</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Review layout of furniture and equipment to support the learning process in individual class bases</li> </ul>	Increase in access and independence to the National Curriculum
i.	<ul style="list-style-type: none"> <li>To review all statutory policies to ensure that they reflect inclusive practice and procedure</li> </ul>	Annually	<ul style="list-style-type: none"> <li>Policies reviewed and uploaded to the school website</li> </ul>	All policies will comply with the Equality Act 2010

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j.	<ul style="list-style-type: none"> <li>Appropriate use of specialised equipment to benefit individual pupils and staff</li> </ul>	Ongoing and as required	<ul style="list-style-type: none"> <li>Individual Accessibility Plans reviewed at least termly and monitored by the SENCO</li> <li>Lesson Observations- SLT to monitor that planned provisions are being put in place</li> <li>SENCO will liaise with specialists to ensure pupil's needs are met and pass on recommendations to relevant staff</li> <li>SENCO to monitor assessment data in order to evaluate impact of provision for pupils with disabilities</li> <li>Coloured overlays made available for pupils and staff with visual difficulty</li> <li>Specially shaped pencil grippers and handwriting slopes provided for pupils with grip difficulty</li> </ul>	Specialised equipment used to benefit individual pupils.
k.	<ul style="list-style-type: none"> <li>Promote positive attitudes towards people with disabilities.</li> </ul>	Sept 2022- July 2025	<ul style="list-style-type: none"> <li>Teachers will actively promote positive attitudes towards disabilities through assemblies, displays and use of role-models.</li> <li>School will promote awareness of different disabilities through celebration of disability awareness days within the school's events and assembly calendar.</li> </ul>	Children will display positive attitudes towards people with disabilities and show an awareness of a range of disabilities.

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I.	<ul style="list-style-type: none"> <li>Ensure that all pupils feel supported and included within the school</li> </ul>	Sept 2022- July 2025	<ul style="list-style-type: none"> <li>Teacher appointed as 'Pupil Dispositions and Attitudes' lead in order to raise profile of Pupil Voice within school, e.g. coordinating pupil surveys and analysing outcomes to plan future provision.</li> <li>PSA to provide support to vulnerable pupils and their families, including Early Help work and Thrive sessions.</li> <li>SENCO to coordinate with Educational Psychologist regarding most vulnerable pupils and ensure that recommendations are put in place, e.g. Circle of Friends</li> <li>Thrive Practitioner to coordinate whole class and individual pupil Thrive assessments and action plans.</li> </ul>	Children feel supported and included.
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### Provision of Information

	Target	Timescale	Actions	Success Criteria
a.	<ul style="list-style-type: none"> <li>To continue to provide alternative forms of school policies and booklets to aid accessibility for those with visual impairment</li> </ul>	Ongoing and as required	<ul style="list-style-type: none"> <li>Large print copies of policies and booklets available on request</li> <li>Modifications to print size etc identified in individual pupil access plans. SENCO and VI team to monitor this is daily practice.</li> <li>Access arrangements applied for where appropriate to support pupil with VI during SATs, e.g. request large print materials.</li> </ul>	Delivery of information to disabled pupils improved

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b.	<ul style="list-style-type: none"> <li>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Access to translators, sign language interpreters to be considered and offered if possible</li> <li>Documents available in different languages, e.g. Albanian and Arabic, on request</li> </ul>	Pupils and/or parents feel supported and included
c.	<ul style="list-style-type: none"> <li>Languages other than English to be visible in academy</li> </ul>	Ongoing and as required	<ul style="list-style-type: none"> <li>Multi lingual signs and displays around the academy.</li> </ul>	Confidence of parents to access their child's education
d.	<ul style="list-style-type: none"> <li>Continue to ensure policies related to Inclusion are accessible to all staff, pupils, parents and others</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>All inclusion policies to be stored on shared area, available to all staff and others on request</li> <li>Inclusion policies published on school website so that accessible to pupils, parents and others</li> </ul>	Policies related to Inclusion are accessible to all staff, pupils, parents and others
e.	<ul style="list-style-type: none"> <li>Review information to parents/carers to ensure it is accessible.</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Provide information and letters in clear print in "simple" English Academy office will support and help parents to access information and complete academy forms</li> <li>Ensure website and all document accessible via the academy website can be accessed by the visually impaired.</li> <li>Provide information in simple language, symbols, large print</li> </ul>	All parents receive information in a form that they can access All parents understand what are the headlines of the academy information

### Physical Access

	Target	Timescale	Actions	Success Criteria
a.	<ul style="list-style-type: none"> <li>Improve access for physically disabled people.</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>To create access plans for individual disabled pupils when required</li> <li>Be aware of staff, governors and parents access needs and meet as appropriate Through questions</li> </ul>	Access for all is improved.

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			and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process	
b.	<ul style="list-style-type: none"> <li>Ensure all fire escape routes are suitable for all and that all disabled pupils can be safely evacuated.</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Conduct audit around the academy</li> <li>Ensure that wheelchair users can access and evacuate routes around the academy safely.</li> <li>Personal evacuation plans in place where necessary</li> </ul>	All disabled staff, pupils and visitors able to have safe independent evacuation routes.
c.	<ul style="list-style-type: none"> <li>Access into academy and reception to be fully compliant</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Designated disabled parking Lifts fitted where necessary and regularly maintained</li> <li>Clear route through academy for disabled people, allowing access to all areas</li> </ul>	Physical accessibility of academy increased
d.	<ul style="list-style-type: none"> <li>Improve signage to indicate access routes around academy</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Signs indicate disabled parking bays and wheelchair friendly routes around academy</li> <li>Provide access plan of building in reception area</li> </ul>	Disabled people aware of wheelchair access to all parts of the academy
e.	<ul style="list-style-type: none"> <li>Ensure accessibility of access to IT equipment</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Alternative equipment in place to ensure access to all hardware including hall</li> <li>Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils</li> </ul>	Hardware and software available to meet the needs of children as appropriate
f.	<ul style="list-style-type: none"> <li>Ensure hearing equipment in classrooms to support hearing impaired</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Seek support from LA hearing impaired unit on the appropriate equipment</li> </ul>	Communication improved for hearing impaired people.
g.	<ul style="list-style-type: none"> <li>Ensure that all outdoor and play areas are accessible for all children including those with disabilities.</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>Audit the outdoor, play areas and equipment with children and their parents to identify any access difficulties.</li> </ul>	Playgrounds can be accessed by everyone safely and independently.
h.	<ul style="list-style-type: none"> <li>To ensure that all medical needs of all pupils are met fully within the capability of the school.</li> </ul>	Ongoing and as required.	<ul style="list-style-type: none"> <li>To conduct parent interview to ascertain medical needs</li> </ul>	Medical care plans delivered to meet the needs of all pupils.

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			<ul style="list-style-type: none"><li>• Liaise with external agencies, identifying training needs and establish individual protocols where needed.</li><li>• Personal Medical Care Plans and Intimate Care Plans</li></ul>	
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