Accessibility Plan

Autumn 2026

Key principle

Castle School is committed to providing an inclusive, accessible and welcoming environment where all pupils can participate fully in school life, recognising that many of our pupils have complex special educational needs, disabilities and health needs. We will actively identify and remove barriers to learning, improve access to the curriculum, physical environment and information, and make reasonable adjustments where required. We will work in partnership with pupils, families, staff and relevant professionals to promote equality of opportunity, independence, participation and achievement for all.

1. Introduction

This Accessibility Plan addresses the statutory requirements of the Equality Act 2010, is compliant with Schedule 10 (Accessibility for disabled pupils), and supports the Public Sector Equality Duty (eliminate discrimination, advance equality of opportunity, foster good relations). It sets out Castle School's strategy to increase access for disabled pupils and to remove or reduce barriers for disabled staff, parents/carers and visitors.

2. Aims

Inclusion & culture: Provide an environment that welcomes and values all pupils, staff, parents/carers and visitors regardless of education, physical, sensory, social, emotional, communication or cultural needs.

Continuous improvement: Systematically reduce barriers so that disabled pupils can fully benefit from education, enrichment and wider school life.

Reasonable adjustments: Anticipate and implement proportionate, timely adjustments for individuals.

Co-production: Work in partnership with pupils and families, the MDT (e.g., CCN, SaLT, OT, PT, CAMHS), and the Local Authority.

3. Scope (the three statutory strands)

This plan covers the three strands expected for schools:

1. Curriculum Access – increase the extent to which disabled pupils can participate in, and make progress through, the curriculum (including

enrichment/visits).

2. Physical/Environmental Access – improve the physical environment to increase access for disabled pupils.

3. Information/Communication Access – improve the delivery of information to disabled pupils and other stakeholders in accessible formats.

Our enabling systems:

• Individual provision planning: Needs, adjustments and targets are recorded within Digital Passports (including IHPs where relevant).

• Health & medical: Interventions and incidents are logged on Medical Tracker.

• Risk & safety: Personal Emergency Evacuation Plans (PEEPs) and activity/trip risk assessments (via EVOLVE) embed access requirements.

4. Monitoring & Governance

• Termly: SLT reviews progress against the plan; Premises/H&S and Curriculum Committees receive updates.

• Annually: Governing Body reviews impact and approves any revisions. Accessibility objectives are published on the website and refreshed at

least every four years (or sooner if needed).

• Complaints: Covered by the school's Complaints Policy.

Accessibility Action Plan (2025–2028)

Key
Owners: HT (Headteacher), DHT (Deputy), SBM (School Business Manager), EVC (Educational Visits Co-ordinator), AHTs/Pathway Leads, Site, ICT Lead, H&S Lead.
Milestones are by term unless a date is specified.

Development area	Target	Actions / Strategies	Owner	Milestones	Success criteria / Outcomes
Curriculum Access – Sensory Regulation	Classrooms/learning environments optimised for pupils with significant sensory needs (pre-formal/semi-formal)	Sensory audit (lighting, acoustics, clutter, seating); implement low-arousal layouts; procure sensory tools (weighted, chew, fidgets, blackout, noise dampening); embed regulation plans in Digital Passports	AHT/ Pathway Leads	Audit T1 2025; priority works T2–T3 2025; phase 2 in 2026	Reduction in dysregulation incidents; improved engagement (Arbor Logs); staff report increased readiness to learn
Curriculum Access – Physical	Safe access for pupils with physical disabilities across learning spaces	Hoist/tracking survey and LOLER schedule; replace/extend overhead tracking where required; ensure adjustable benches; widen circulation in key rooms	SBM / Site / H&S	Survey T1 2025; procurement T2–T3 2025; installs 2026	All identified rooms compliant and usable; no access lost due to equipment unavailability
Assistive Technology & Communication	Increase use of AT (switch/eye-gaze), AAC (PECS, PODD, Makaton)	AT/AAC baseline; training and coaching; device trials; update Digital Passports with AT/AAC strategies; ICT device procurement	ICT Lead / SaLT / AHT	Baseline T1 2025; staff CPD T2 2025; roll-out 2026	AT in place for all identified pupils; measurable gains in communication access and curriculum engagement
Enrichment & Educational Visits	All visits/residentials accessible (reasonable adjustments)	EVOLVE templates require IHPs/PEEPs, venue suitability checks (power for pumps, oxygen storage), staffing skills; create checklist for transport providers	EVC / DHT	Templates live T1 2025; QA termly	100% trips evidencing access planning; no visit cancelled due to avoidable access barriers
Staff Training (Universal & Targeted)	Staff confidence and competence to deliver adjustments	Annual CPD on reasonable adjustments, sensory regulation, moving & handling, AT/AAC, Equalities; induction module for new staff	HT / AHT / H&S	Programme published T1 annually	Staff training logs at 95%+ completion
Physical – Wayfinding & Signage	Improve visual/ tactile signage and contrast	Wayfinding audit; fit high-contrast signage, pictorials/symbols; tactile/Braille where indicated	SBM / Site	Audit T2 2025; install 2026	Clear, consistent signage; positive pupil/visitor feedback

Development area	Target	Actions / Strategies	Owner	Milestones	Success criteria / Outcomes
Physical – External Surfaces & Play	Safe, accessible externals (tree-root heave, drainage, surfacing)	Review playground/surface condition survey; phased resurfacing and edging; select inclusive play kit	SBM / Site / H&S	Plan T1 2025; phase 1 works T3 2025; phase 2 2026/27	Fewer slips/trips; inclusive use of outdoor spaces
Fire Safety & PEEPs (incl. Oxygen Users)	Robust evacuation planning for all pupils	Update PEEPs; FRA to reflect oxygen/medical gases; evacuation chair training; termly drills with learning points	H&S / SBM / DHT	PEEPs complete T1 2025; drills termly	Successful drills; documented adjustments implemented
Water Hygiene / Hygiene Rooms	Reliable access to compliant hygiene spaces	Review hygiene room accessibility (space, height-adjust, storage); ensure LOLER checks; consumables/stocks maintained	SBM / Site	Review T1 2025; actions T2–T3 2025	Zero cancellations due to facility issues; staff feedback positive
Pool Access (if applicable)	Accessible hydro/pool sessions	NOP/EOP audited; check hoist, sling provision, ramp steps/handrails; operator qualifications; sensory-friendly sessions	SBM / PE Lead	Audit T1 2025; remedials by T2	Increased participation; compliance with PWTAG checks
Information – Pupil Materials	Accessible learning resources	Staff create/adapt materials in symbol-supported, large print, high-contrast, audio/video with captions as needed; preferences logged in Digital Passports	AHT/ Teachers	Guidance T1 2025; QA termly	Work samples show appropriate differentiation and formats
Information – Parents/Carers & Website	Accessible communication & website	Offer Easy Read/translated/large-print; interpreters on request; website meets WCAG 2.2 AA; publish Accessibility Statement	HT / Admin / ICT	Website review T2 2025; updates T3	Positive parent feedback; accessibility issues addressed within 10 school days
Procurement & Projects	Accessibility embedded in works	Add access checklist to procurement/specs (door widths, thresholds, acoustic/lighting, induction loops); consult users	SBM / Site	From T1 2025	All projects show evidence of access-by-design