

Castle School ACCESSIBILITY PLAN 22 – 25

1. Introduction
2. Aims
3. Curriculum Access
4. Physical/Environmental Access
5. The Accessibility Plan

1. Introduction

This plan seeks to address the statutory requirements of the Equality Act 2010 and is compliant with the current legislation and requirements as specified in Schedule 10 relating to Disability.

2. Aims

To continue improving all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the school.

At the same time the school is committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are also taking positive action to ensure that the spirit of the Equality Act 2010 continues with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The plan will cover two areas:

1. Curriculum Access
2. Physical and Environmental Access

Curriculum Access

For pupils with a disability this involves expanding the curriculum as necessary to ensure that they are as prepared for life as are the able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, visits and the provision of specialist or auxiliary aids and equipment which may assist the pupils in accessing the curriculum.

Physical/Environmental Access

This includes adding specialist facilities as necessary and covers improvements and additions to the physical environment of the school and physical aids to access education.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Health and safety policy
- Medicines policy
- SEN policy
- Behaviour Management policy
- School Improvement Plan
- School website/ Prospectus
- Equality objectives (required from April 2012)

The school website will make reference to this Accessibility Plan.

The school's complaints procedure covers the Accessibility Plan.

Castle School Accessibility Plan: School Years 2022 - 2025

Development area	Targets	Strategies	Outcome and by when	Review Jan 23
Curriculum delivery	Classrooms and learning environments are organised for disabled pupils. Particularly those with significant sensory needs.	Guidance from specialists taken into account for arranging classrooms to maximise benefit to pupils with significant sensory needs. Review classroom layouts for Preformal learners with ASC. Review other learning environments with a specific focus on sensory needs. Resourcing plan put into place for specialist sensory equipment and adaptations to identified learning environments indoors and outside.	Monitoring indicates disability/SEN taken into account in organising the environment for learning. Specific developments identified in classrooms and learning environments. Phased resourcing and fund raising plan to be developed for 22-25	
Curriculum delivery	Classrooms and learning environments are organised for disabled pupils. Particularly those with significant physical needs.	Review overhead tracking to ensure this is available, replaced or updated in all relevant classrooms	Specific developments identified in classrooms. Phased resourcing plan to be developed for 22-25	
Curriculum delivery/ delivery of materials in other formats	Pupil information updated to include all adaptations required for resources, and access to the curriculum	SEND information available to all staff and further training on implementation and differentiation of curriculum required. Advice from sensory support service and school based sensory OT	Ongoing monitoring indicates : <ul style="list-style-type: none"> differentiation is in place targeted at disabled/SEN/other nominated pupils. Pupils with additional sensory needs have 	

			sufficient resources and equipment to remain self regulated	
School design for disabled pupils	All areas accessible and safe to disabled pupils.	Review playground condition survey particularly in relation to safety surfaces and uneven surfaces caused by tree roots	Phased resourcing and fund raising plan to be developed for 22-25	
	Comprehensive evacuation plan in case of fire.	Review and update fire evacuation plan including class risk assessments	Plan discussed and agreed with all staff. Where appropriate individual RA put in place	

Updated: Jan 2022

Review: Jan 2025