

# Castlemorton CE Primary School



## Accessibility Plan

**Last reviewed on:** May 2023

**Next review due by:** July 2024

## **Our Values and Vision**

As a Church of England School, we encourage children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices.

### **LOVE-LIGHT-ALL**

Love learning, enjoy life and care for one another.

A love of learning, a love of life and a love for one another.

We believe that each child is precious and uniquely made in the image of God and in order for them to be the best versions of themselves and to flourish as human beings we provide a place where each child is loved and valued for who they are. We aim for all children to love learning and develop a life-long learning attitude.

Love is patient, love is kind... love never fails (1 Corinthians 13) **LOVE**

We strive for excellence by offering children a chance to shine so that they can light up the world with their unique talents and gifts with confidence and lead a fulfilled and enjoyable life.

In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven (Matthew 5:16) **LIGHT**

We are a deeply caring school where our intentions are thought through carefully and there is a special sense of belonging and respect for all.

Suppose one of you has a hundred sheep and loses one of them. Doesn't he leave the ninety-nine in the open country and go after the lost sheep until he finds it? And when he finds it, he joyfully puts it on his shoulders and goes home (Luke 15) **ALL**

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision is to continue to improve the facilities and access for all members of our school community. We are dedicated to a process of consultation and improvement which allows us to directly address issues related to disabled access and provision. We strive to remove barriers for all pupils where possible and are committed to providing access to the life of the school for all our pupils. We are committed to the three principles set out in the national curriculum inclusion statement that are essential to our inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The outcomes for all children are important and we respect the individual needs of everyone. Our pedagogy, philosophies, values, beliefs and actions promote and ensure equal opportunities for all.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and works with the Diocese of Worcester Multi Academy Trust and the Local Authority. The school also works closely with parents, carers, pupils and outside agencies to ensure that the plan is successful and supportive.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school. Governors discussed the policy and consultation process, parents were asked on entry to the school and then again via the weekly newsletter for information with regard to disability, pupil voice and discussion with children who have disabilities and staff discussion regarding anticipated access issues with a view to improving access for all members of the school community. The head of school will coordinate the plan in direct consultation with all stakeholders. The school site is a split level site which necessitates many steps inside the school building. Adaptions have been made to accommodate wheelchair access.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Availability of the plan: A copy of the plan is available on request from the school office free of charge and on the website. Office: Tel: 01684 833282 Website:

[www.castlemortonprimaryschool.co.uk](http://www.castlemortonprimaryschool.co.uk)

If you would like to contribute to the consultation process, please send your comments to school or phone the office to make an appointment with the head of school. All contributions will be held in strictest confidence.

### **3. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the head of school.

It will be approved by the local academy board.

### **4. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

## 5. ACCESSIBILITY PLAN

### Improving access to the physical environment

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short term</b>	1. Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown'	ongoing	Electrician	Visually impaired people feel safe in the grounds. Access around the site easier.
	2. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children when needed b) Develop a system to ensure all staff are aware of their responsibilities	ongoing	Head of School	All disabled children and staff working are safe and confident in event of fire.
<b>Medium term</b>	1. Ensure parking space left at front of the building for any disabled driver	a) Allocate a space	ongoing	Head of School/LAB	Accessible parking bay for disabled staff/visitors.
	2. Review and replace inadequate lighting in all areas	a) Emergency Lighting throughout b) Rolling programme ensure lighting adequate	ongoing	Head of School/LAB	Lighting improved for visually impaired and all children currently in school.
<b>Long term</b>	1. Ensure that classrooms are optimally organised for disabled pupils within current building restraints Identify needs and actions for the future.	a) Plan classrooms in accordance with pupil needs. Organise resources to reflect needs. Provide quiet areas within school. Look at accessibility in all areas of school life.	ongoing	Head of School/LAB	Classroom layout adapted dependent on need.

## Improving access to the curriculum

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcomes</b>
<b>Short Term</b>	1. Increase confidence of staff in adapting the curriculum	a) Undertake audit of staff training needs on curriculum access – appraisal interviews. b) In service training needs identified	ongoing	Head of School/LAB	Raised confidence of staff in strategies for adaption and increased pupil participation.
	2. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	on individual basis	Head of School/LAB	All staff aware of individual pupils' access needs.
	3. Ensure all policies /school offer consider the implications of Disability access	a) Policies to include/reflect equality law 2010	ongoing	Head of School/LAB	Polices support inclusion of all.
<b>Medium Term</b>	1. Ensure all school trips and residential trip are accessible to all	a) Develop guidance for staff on making trips accessible b) Investigate bus companies that offer disabled transport	on individual basis	Head of School/LAB	All children in school able to access all school trips and take part in range of activities.
	2. Continue to review PE Curriculum to ensure all parts of lesson are accessible	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions	on-going on individual basis	Head of School/Class teachers	All children able to access PE and disabled children more able to excel in sports.
	3. Review all curriculum areas to include disability	a) Include specific reference to disability	ongoing on	Subject leaders	Rigorous PHSE curriculum.

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcomes</b>
	issues	equality in all curriculum reviews b) Embed PSHE curriculum to address disability equality issues	individual basis		
<b>Long Term</b>	1. Develop consistent approach to adaption and alternative recording in school	a) Moderation and training with the DoWMAT b) INSET/staff meeting to share good practice	ongoing	Head of School	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
	2. Ensure disabled children participate equally in after school activities	a) Survey participation in after school activities by disabled children	ongoing on individual basis	Head of School	Disabled children confident and able to participate equally in out of school activities.
	3. Develop links with local special school and agencies to improve understanding of curriculum	a) Regular agency support and recommendations	ongoing When needed	Head of School/Subject leaders	Increased confidence of staff in developing their curriculum area accessibly.
	5. Develop skill set of teaching assistants for supporting specific needs	a) Establish training needs b) Set up training	ongoing When needed	Head of School	Improved involvement and skill set of teaching assistants.

## Improving access to information

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
<b>Short Term</b>	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/plain English c) Ensure newsletter is accessible	ongoing when needed	Head of School/administrator	All parents getting information in format that they can access
	2. Review information in the classroom to ensure it is accessible	Staff training includes guidance on dyslexia and accessible information	ongoing when new guidance published	Class teachers/subject leaders	Staff start to produce routine information to children in more accessible ways.
<b>Long Term</b>	1. Children become more aware of their own learning styles and access needs	Encourage pupils to express their access needs and explore learning styles	ongoing	Class teachers/subject leaders	Children able to articulate their access needs and understand their own learning styles.
	2. Visual timetabling in all classes	Whole school approach	ongoing	Head of School	All children clear about timetable.



## Appendix A Leadership and Local Academy Board Audit – Identifying Barriers to Access – Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?	✓		SEND outside agency support, recommendations and training Epi Pen training and first aid
Are classrooms optimally organised for disabled pupils?	✓		Currently meets all pupils' needs and can be adapted as relevant
Do lessons provide opportunities for all pupils to achieve?	✓		Learning walk feedback
Are lessons responsive to pupil diversity?	✓		Medium term planning
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		Weekly planning
Are all pupils encouraged to take part in music, drama and physical activities?	✓		Medium Term Planning- adaptations evident as appropriate
Do staff recognise and allow for the mental effort expended by able and disabled pupils, for example using lip reading?	✓		Rest breaks used as appropriate
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		Additional time requested for children KS2 SATS
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities?	✓		Adaptions and recommendations followed for all children
Is there access to appropriate computer technology for pupils with disabilities?	✓		Adaptions and recommendations followed for all children
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓		Adaptions made and trips designed to include all children
Are there high expectations of all pupils?	✓		Lesson observations, pupil voice
Do staff seek to remove all barriers to learning and participation?	✓		Lesson observations, learning walks, book looks, pupil voice

## Appendix B Leadership and Local Academy Board Audit – Identifying Barriers to Access - Premises

Area requiring action	Yes	No	Action/Comment
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities and playgrounds allow access for all pupils or members of staff?		✓	<ul style="list-style-type: none"> <li>✓ Hand rails to front entrance</li> <li>✓ Quiet seated areas on playgrounds</li> <li>✓ All classroom accessible from outside but steps inside restrict movement – ramps needed</li> <li>✓ No disabled toilets</li> </ul>
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?		✓	<ul style="list-style-type: none"> <li>✓ Steps</li> <li>✓ No electronic doors</li> </ul>
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?		✓	<ul style="list-style-type: none"> <li>✓ Parking space at entrance</li> <li>✓ Playground has uneven surfaces and a hill to the field</li> </ul>
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		✓	<ul style="list-style-type: none"> <li>✓ No child needs PEP at present</li> </ul>
Are non-visual guides used, to assist people to use buildings, ie tactile buttons?		✓	<ul style="list-style-type: none"> <li>✓ Not required at this point – school would implement these systems if they became appropriate for any pupil</li> </ul>
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓	<ul style="list-style-type: none"> <li>✓ All signage has running person not just words</li> <li>✓ Not required at this point – school would implement these systems if they became appropriate for any pupil</li> </ul>
Are areas to which pupils should have access well lit?	✓		<ul style="list-style-type: none"> <li>✓ Emergency Lighting throughout</li> <li>✓ All lighting checked regularly</li> </ul>
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?	✓		<ul style="list-style-type: none"> <li>✓ Recommendations and resources followed</li> </ul>
Is furniture and equipment selected, adjusted and located appropriately?	✓		<ul style="list-style-type: none"> <li>✓ Adaptions made – pencil grips, foot stool, wobble cushion etc</li> </ul>
Is the equipment in the disabled toilet properly installed and accessible?		✓	<ul style="list-style-type: none"> <li>✓ N/A – no disabled toilet</li> </ul>

### Appendix C Leadership and Local Academy Board Audit – Identifying Barriers to Access - Personnel

Area requiring action	Suggested Action	Person responsible	Time Scale	Review
Are teachers, admin and support staff aware of the implications for them of the Equality Act 2010 and accessibility plan	Share updated policy	Head of School	Autumn term	Adaptions on staff agenda Open door policy for staff
Does the school provide information in simple language, symbols, large print, and an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information?	Provided as needed	Head of School	As needed	As needed
Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud and explaining diagrams?	In place	Head of School	As needed	Ongoing
Does the school have facilities such as ICT to produce written information in different formats?	In place	Head of School	As needed	Ongoing
Are staff familiar with technology and practices developed to assist people with disabilities?	In place	Head of School	As needed	As needed
Are pre-school home visits used effectively to plan ahead for pupils with disability?	In place	Head of School EYFS lead	As needed	Annual
Do staff have access to training?	In place	Head of School	On going	Annual
Do policies reflect the school's aims?	In place	Head of school	On going	Annual