



Castlecroft Primary School

ACCESSIBILITY PLAN 2024

Approved by SLT 2024



Castlecroft Primary School

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

Definition of Disability: 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.

Definition of special educational needs: 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they: • have significantly greater difficulty in learning than the majority of children of the same age; or • have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and • are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

At Castlecroft Primary school, we aim to treat all of our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We ensure that we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

This Accessibility Plan will be published 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. In 2023 all staff were trained on the 9 protected characteristics and on our website you can find an overview of how this is covered with our children through our curriculum too. Also available on our website is our SEND Information report and links to the Wolverhampton local offer for Special Educational Needs. The school supports any available partnerships to develop and implement the plan.

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.

Current disabilities in school: At the heart of Castlecroft is our base for children with Visual Impairments but the school has a number of children with a range of other diagnoses and disabilities too, including some children with complex needs. These include: Autism, ADHD, Auditory processing disorder, Hearing impairment and cerebral palsy for example.



We have a designated lead First Aider Mrs Sturmeay who is responsible for monitoring and sharing information about children's allergies (including food intolerances) medical conditions and required medicines. Mrs Sturmeay updates medical lists for each class and liaises with parents, the school nurse team and staff in school. Mrs Sturmeay and a team of staff are qualified first aiders. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

TARGET	STRATEGIES	TIMESCALE	WHAT WILL THE IMPACT BE?	ACHIEVED
To update the current plan	<ol style="list-style-type: none"> 1) Re-write and share with SLT 2) Working party of parents and pupils 3) Share with staff 4) Take to governors 5) Publish on website 	<ol style="list-style-type: none"> 1) Summer 24 2) Autumn 24 3) Autumn 24 4) Autumn 24 5) Autumn 24 	<ul style="list-style-type: none"> • Adherence to legislation • SENDCO and SLT and Governors will have a thorough understanding of areas of development 	<p>✓ Re-written and shared with SLT July 24</p>
To ensure the safety of children with SEND	<ol style="list-style-type: none"> 1) Write PEEP plans and share these with all staff -staff will sign to say they have read and understand 2) Seek advice and guidance from outside agencies such as OT where necessary 3) Get annual risk assessments e.g. VI pupils access to playground and around school, Accessibility of the field and playground and toilets for children with walkers or wheelchairs 4) QTVI to do termly risk assessments of the building 5) Purchase Evac chairs 6) Non-verbal children to have Makaton or object 	<p>Annually</p> <ol style="list-style-type: none"> 1) September updates and in between if major changes 2) At TAC meetings and annual reviews and if things occur inbetween 3) Annually in September or where there are changes to the equipment 4) Ongoing 5) Autumn 24 	<ul style="list-style-type: none"> • All children will be safe in school • Children with disability will have the same access to playtime opportunities as able bodies peers • Non-verbal children will be able to communicate if they are hurt -this is a key safeguarding concern for us to address 	<p>✓ Updated in 24</p> <p>✓ Risk assessments done in 23/24 for two pupils whose equipment had changed</p> <p>✓ SENDCO met with all non-verbal children's parents to share their sign for hurt</p>



	of reference for hurt			
To improve staff understanding of the nine protected characteristics	<ol style="list-style-type: none"> 1) DHT to audit curriculum 2) Staff meeting and staff input 3) INSET training on what the protected characteristics are 4) Subject leads to be pro-active in improving the protected characteristics provision in their subject 	<ol style="list-style-type: none"> 1) Summer 23 2) Autumn 23 3) Autumn 23 4) Ongoing from Autumn 23 	<ul style="list-style-type: none"> • All staff to be more aware of what the protected characteristics are and how we cover them in the school curriculum • All staff to be vigilant in ensuring that we keep these characteristics protected 	<ul style="list-style-type: none"> ✓ Curriculum Audit of Protected characteristics by SLT Summer 23 ✓ Staff CPD Autumn 23
To improve staff training for SEND	<ol style="list-style-type: none"> 1) Audit staff about current CPD need 2) Set up an ongoing way for staff to request training 3) Set up Forms survey to assess the training covered so far 	<ol style="list-style-type: none"> 1) Autumn 23 2) Spring 24 	<ul style="list-style-type: none"> • A better understanding that every teacher (TA) is a teacher of SEND • Better understanding of non-verbal children and intensive interaction • Better understanding of ADHD • More precisely matched provision for children with SEND • Better awareness of staff CPD needs for SENDCO to prioritise training from 	<ul style="list-style-type: none"> ✓ Audit completed ✓ Rigorous programme in place ✓ Form to review SEND understanding and CPD need set up ✓ Form set up for ongoing training requests
To ensure that all policies in school consider SEN and particularly disability access	<ol style="list-style-type: none"> 1) Discuss with staff and share a good example of a WAGOLL section in a policy 2) Review all policies 	<ol style="list-style-type: none"> 1) Autumn 24 2) Ongoing as staff review their policies 	<ul style="list-style-type: none"> • A heightened awareness of disability and access amongst all staff • An assurance that all subject leads and all areas of the curriculum are monitored for accessibility 	
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve				



<p>access to the school's physical environment for all.</p>				
<p>To ensure that all children are able to access trips, clubs and residential visits</p>	<ol style="list-style-type: none"> 1) Risk assessments to ensure that all children including children with physical disabilities can access trips. 2) Ensure venues and means of transport are vetted for suitability 3) Ensure staff are fully briefed with regards to children with SEND 4) Invite parents in to discuss the measures taken 5) Provide extra staffing such as Team Teach staff where necessary 6) SLT to look at ways that children with SEND can attend clubs including after school club 	<p>ONGOING 7) Autumn 24</p>	<p>All children will have access to the wider curriculum</p>	
<p>To provide specialist equipment to promote participation in learning by all pupils.</p>	<ol style="list-style-type: none"> 1) Teachers to liaise with SEND Lead or SENDCo 2) SENDCO to seek advise from outside agencies 3) Specialist equipment to become part of the discussion at TAC and Annual review meetings 4) Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc. 5) Children to be part of this discussion during one page profile discussions 6) QTVI to meet with SIS and to attend the Sensory 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Children will develop in independence 	



	Village resource fair			
To meet the needs of all children during Statutory assessments	<ol style="list-style-type: none"> 1) Teachers to be responsible for assessing needs and liaising with SENDCO for advice 2) SENDCO and teacher to meet with parents before SATS 3) SENDCO and teacher to do reading speed assessments each term 4) SENDCO Teacher and SLT to apply for access arrangements 5) Parents to be informed of decisions 6) HT to be made aware of access arrangements and justification for these by SENDCO 7) Evidence gathered by SENDCO and teacher for Monitoring visits 	Annually: <ol style="list-style-type: none"> 1) Autumn and Spring terms 2) Spring term 3) Termly 4) In line with guidance 5) Spring term 6) SENDCO responsibility in Spring term 7) SATS week 	<ul style="list-style-type: none"> • All children will have the access arrangements that they need to allow them to perform in the assessments to the best of their ability • All access arrangements will be just and based on evidence 	
To ensure that everyone in the school community can access information about SEND at Castlecroft easily	<ol style="list-style-type: none"> 1) Find a new way to present the SEND information report 2) Update the report and share with staff and governors 3) Share the report on the website 4) Ensure that the website section for SEND has links to the local offer and other useful websites 5) Supply teacher information sheets to be available in class with an overview of medical, allergy and SEND needs as well as safeguarding and 	<ol style="list-style-type: none"> 1) Spring 24 2) Spring 24 3) Summer 24 4) Summer 24 5) Need updating Summer 24 ready for Autumn 25 	<ul style="list-style-type: none"> • All parents and members of the school community can access information about the school's offer for children with SEND 	



	behaviour system reminders			
Accessible parking	1) Office staff to challenge parents who park in the disabled bays if they do not need a disabled spae	Ongoing	All parents with a disabled child or disabled parents/visitors will be able to access the spaces	
Ensure that children with SEND have a pupil voice and are represented in decisions	1) PE lead to monitor access to clubs and activities by children with SEND 2) Pupils to be involved in the drawing up of one page profiles			

DRAFT

