



# Caludon Castle School

## Accessibility Plan

### *Local Level Policy*

<b>Date effective</b>	September 2022
<b>Review Cycle</b>	3 years
<b>Review Date</b>	September 2025
<b>Date of Approval by Governors</b>	September 2022
<b>Committee approved by</b>	
<b>Author</b>	Louise Graham
<b>Date</b>	<b>Notes</b>

## Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Action plan.....	<b>Error! Bookmark not defined.</b>
4. Monitoring arrangements.....	11
5. Links with other policies .....	11

---

## 1. Introduction

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

Caludon Castle aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The primary objective is to reduce and where reasonably practicable and affordable, eliminate barriers to access to the curriculum and to enable full participation in the school community for pupils, and prospective pupils with a disability.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

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 and recognising its duty under the Equality Act to:

- Not discriminate against disabled pupils in their admissions and exclusions, and provide education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

The school also recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school supports any available partnerships to develop and implement the plan, specifically as part of Castle Phoenix Trust.

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.

Caludon Castle School's Accessibility Plan was compiled using information from the Accessibility User Survey (Appendix 1)

## 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

## Action Plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Caludon Castle School provides a mainstream curriculum for all students, but ensures that resources are tailored to the needs of pupils who require support to access it.</p> <p>Curriculum resources include specialist SSMs in core and practical subjects, access to Home learning Club, support strategies on Firefly for students, staff and parents.</p> <p>Curriculum progress is tracked and monitored regularly for all pupils, including those with a disability.</p>	<p>Ensure children with additional needs and/or a disability make as much progress as similar children nationally. Close the performance gap between students with additional needs and those without.</p> <p>Faculties use a variety of resources and strategies to support students in the classroom, in line with the TRUE strategy.</p> <p>Review and streamline systems and structures for identifying, tracking and monitoring provision and progress</p> <p>All classroom based staff know how to set and review SMART targets, all faculties</p>	<p>Review and analyse performance data.</p> <p>Faculties have a bank of resources and strategies to support students in the classroom, in line with the TRUE strategy.</p> <p>Student voice to assess value of different resources.</p> <p>Train key staff in use of Edukey provision mapping.</p> <p>Staff CPD in setting and reviewing targets</p>	<p>SCA with key holders and faculty leaders.</p> <p>Faculty leaders/LGR/EHA</p> <p>SCA/LGR/EHA/ Faculty Leaders</p> <p>LGR/EHA</p>	<p>Review at each data point - termly.</p> <p>End of year 1.</p> <p>End of term 2.</p> <p>Review at each data point and key review, termly.</p>	<p>Disabled pupils make good or better progress compared to similar children nationally.</p> <p>All children have resources to enable them to successfully access the curriculum.</p> <p>QA processes show that students have been accurately identified, supported, tracked and monitored. Targets will be SMART and will enable students to progress</p> <p>All children have resources to enable</p>

	<p>When required and where relevant, targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils; where appropriate it is adapted (for example extra literacy or numeracy lessons at KS3).</p> <p>Interventions are in place to provide further support for students when needed (eg; literacy, time and money, CCT), these are reviewed and tracked, with impact measured.</p>	<p>have a bank of targets, targets are reviewed regularly.</p> <p>Identify students requiring further support, select appropriate provision.</p>	<p>Annually audit and review curriculum offer across all 3 key stages.</p> <p>Weekly SSS meetings and referrals to highlight additional intervention. Staff running intervention to use an SDQ form to measure impact of provision.</p>	<p>VMC/faculty leaders</p> <p>KOW/LGR/EHA/KAH</p>	<p>End of year 1</p> <p>Review end of year 1</p>	<p>them to successfully access the curriculum.</p> <p>Children requiring extra intervention make progress against measured starting points</p>
	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Ensure teachers and support staff have the necessary knowledge and skills to be able to modify work for students with specific needs e.g. dyslexia, Autism, ADHD</p>	<p>All pupils on the SEND register, are flagged on SIMs and Classcharts, and staff have access to their detailed IEPs, all containing potential barriers and suggested strategies.</p> <p>All new teaching Staff receive SEND training to ensure they understand the demands of our different SEND cohorts. All staff receive an orientation training update at the start</p>	<p>To ensure staff know about any needs of the pupils they teach and can personalise learning experiences for students.</p> <p>Continue to develop firefly knowledge base to support new staff.</p>	<p>Review IEPs termly and update as required.</p> <p>Launch parent use of Edukey.</p> <p>Interview all SEND students to add their contribution to IEPs.</p> <p>Research SEND and add updates to firefly; add all training sessions to firefly.</p>	<p>LGR</p> <p>LGR</p> <p>LGR/EHA/KAH</p> <p>LGR/LCH with PX team</p>	<p>Review after each data point</p> <p>Term 1</p> <p>End of year 1</p> <p>Ongoing</p>	<p>Students and parents feel that staff know their needs and feel supported, this is reflected in lesson observations, planning, etc. IEPs are personalised and user friendly.</p> <p>Appropriate and timely staff CPD is identified and enables increased staff confidence to in</p>

	<p>of the year, with recaps in how to access and use IEPs.</p> <p>Our TRUE Strategy focuses on QFT and inclusive practice within the classroom. All staff receive training in this.</p>	<p>Further develop QFT practices and QA to support the monitoring processes. Raise staff awareness and confidence in terms of QFT.</p>	<p>Survey and audit of staff training requirements.</p> <p>At least termly, L and T CPD focuses on different aspects of TRUE and inclusion.</p>	<p>LGR/EHA/LCH</p> <p>RMI/LGR/LCH</p>	<p>Term 1, end of year 1</p> <p>Review half termly</p>	<p>turn support students to make progress.</p> <p>All lessons reflect the principles of the TRUE strategy. Inclusive practice is embedded in lessons.</p>
	<p>Newly appointed Student Support Mentors receive training in safeguarding, access arrangements and how to use and develop IEPs. There is a shadow and buddy system in place to form part of induction.</p> <p>Further staff training every term is identified according to staff needs/role (eg; emotion coaching, dyslexia training, ASD).</p>	<p>Increase SSM expertise in the classroom.</p>	<p>Review probation processes for new SSMs. Review structure within the faculty.</p>	<p>EHA/LGR</p>	<p>End of year 1</p>	<p>Inclusive practice is reflected across the curriculum and subject areas; faculties have a bank of TRUE strategies and resources</p>
	<p>Every faculty has a Faculty Inclusion Champion, to promote inclusion, feedback ideas and strategies and share best practice.</p>	<p>Training will match more closely our main school needs, allowing areas of expertise to develop.</p>	<p>Develop and deliver training sessions for staff on supporting students and skills to modify work for students with specific needs e.g. dyslexia, ASD, Autism.</p>	<p>LGR/PEA/LCH</p>	<p>Ongoing, reviewed half termly</p>	<p>Feedback on staff training is positive and progress reflected in staff surveys.</p>
		<p>Empower faculties to develop their own areas of expertise. Facilitate discussion around areas of SEND in the spotlight.</p>	<p>Use Teams to bring inclusion champions together. Introduce CPD bitesize during Friday briefings focusing on inclusion issues, strategies and news. Add to firefly.</p>	<p>LGR/JWE/LCH</p>	<p>Reviewed half termly</p>	

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Radar keys available for all disabled students and key members of staff.</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Access to personal care equipment (eg; hoist)</li> <li>• Wheelchair friendly tables (one in each faculty area)</li> </ul>		An audit of the site is carried out and updated regularly.	IHO	End of term 1.	Students are able to access all areas of the site
---	---	--	--	-----	----------------	---



Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Induction loop (located at main reception)	Ensure new students who start at the school are aware of available resources, if relevant, and supported to utilise these.	Gather detailed information of students' needs.  Ensure tutors and other staff are aware.  Ensure maintenance of resources.	KAH/LGR/LAO  LGR/KOW  IHO	Ongoing	Children and families are able to access resources appropriately
Ensure safe practices for disabled students and visitors in case of an emergency, such as a fire.  Please also see fire and lockdown procedures documents.	There are numerous fire exits on the ground floor that are all accessible for wheelchair users.  There are fire evacuation points in or nearby the top of each stairwell on the first and second floors. A number of key staff are trained in using these.  Students requiring a PEEPs are identified and a plan put in place. These are updated annually or as required, and shared with key staff. All relevant students have been informed of the plans.  There are two evacu chairs to transport disabled students or visitors downstairs if needed. A number of staff have received training in this.  Stair nosing's are visually a different colour to allow users	Ensure staff are aware of the need to keep fire exits clear.          Ensure any new disabled students have up to date PEEPs and are aware of procedures.  A large number of appropriate staff receive evacu chair training. Up to date list of those trained.	Update fire procedure document annually or when required.   Arrange induction of new staff.   Write PEEPs and disseminate information to staff and students. Liaise with medical team for temporary PEEPs.   Arrange evacu chair training and refresher courses. Keep records updated.	VMC  RMI/EHA  GBR/KAH with HCR  IHO	End of term 1  Ongoing  Review every September and ongoing  Annual	All disabled personnel and pupils have safe exits from school in the event of an emergency.  All records and training are legally compliant and support safe practice.

	<p>to visually the difference in levels on the stairs.</p> <p>Raised bumps are located around the step areas on the car park.</p>	<p>Evacu chairs are serviced and safe to use, ready in an emergency and evacuation points are ready.</p>	<p>Arrange evacu chair servicing and testing of evacuation points.</p>	IHO	Annual	
<p>Accessible car parking</p> <p>See appendix 1 for further information.</p>	<p>Disabled members of staff and visitors have places to park in the bottom car park, close to the school reception.</p> <p>Additionally there is an access ramp from the top car park down to the bottom to enable wheelchair users to access the main reception.</p> <p>Access to the main reception is at ground level and is flat to allow Wheelchair users to access the main reception.</p>		<p>Annual audit and updated appendix 1.</p>	IHO		<p>There is a place for disabled members of staff and visitors to park throughout the school day</p>

### **Monitoring arrangements**

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body.

### **5. Links with other policies**

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

- Risk Management Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Inclusion Policy
- Fire and Lockdown Procedures Documents
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Intimate care policy

## Appendix 1 – Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Four storey building.</p> <p>All areas that require access by children, staff and visitors are accessible by stairs and passenger lifts.</p>	No further action.		
Corridor access	<p>Corridor access is good, all corridors are accessed via stairwells or passenger lifts.</p> <p>Corridors are also a good width to allow good flow during peak times.</p>	No further action.		
Lifts	<p>There are two passenger lifts located with the school building.</p> <p>The lifts are on free access and can be accessed by all building users.</p>	No further action.		
Parking bays	Parking bays are located at the front of the school site.	No further action.		

	<p>There are four disabled bays located near to the main school entrance. Access to this area is via a controlled barrier.</p>			
Entrances	<p>All entrances to the school building are on a flat even surface.</p> <p>The main reception entrance doors are automated.</p>	No further action.		
Ramps	<p>There are three external ramps located onsite.</p> <p>These areas are maintained by the PFI facilities companies to ensure that the ramps are useable all year round.</p>	No further action.		
Toilets	<p>Toilets are located throughout the school building.</p> <p>There are a number of disabled toilets also located on each floor of the building.</p>	No further action.		

	There is also a designated hygiene suite located on the ground floor.			
Reception area	The main school reception is located on the ground floor and is accessed via automatic and manual doors.	No further action.		
Internal signage	<p>Internal directional signage is located throughout the building.</p> <p>All emergency signage is displayed in the relevant areas and is maintained by the PFI facilities company.</p> <p>All health and safety signage complies to the 1996 signage regulations.</p>	No further action.		
Emergency escape routes	<p>All designated emergency escape routes are signed as such.</p> <p>All escape routes also have emergency lighting that is maintained by the PFI facilities company.</p> <p>There are designated evacuation stairwells located throughout the building. All escape</p>	No further action.		

	<p>stairwells have refuge alarms located within them.</p> <p>All external fire exits are labeled as such and have one means of operation.</p>			
--	---	--	--	--

