



# Castlewood School

## DRAFT Accessibility plan

<b>Approved by:</b>	Trevor Scott Headteacher	<b>Date:</b> 17-2-2022
<b>To be approved by Local Advisory Board</b>	Spring 2022	
<b>Next review due by:</b>	February 2025	

## Contents

1. Aims.....	2
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements .....	5
5. Links with other policies .....	5

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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 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

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.

### School Statement – Building Confidence and Self-belief

At Castlewood School we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued, to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement whilst experiencing success.

Our main focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional and social potential – we want pupils to be the best they can be, so they are equipped to move on and become a successful member of society.

#### Additional Information

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.

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

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### 3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short (ST), medium (ML) and long-term (LT) objectives</i>	Actions to be taken	Time Frame	Comments
Increase access to the curriculum for pupils with a disability	<p><i>As a SEMH special school we offer a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils with disabilities</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	Ongoing review of the curriculum provision to meet the needs of pupils (LT)	Review of curriculum provision with Class teachers	Ongoing inline with Policy	
Improve and maintain access to the physical environment	<i>Castlewood School was built in 2007 and is on one level and as such is a physical environment appropriate for meeting the needs of pupils with a wide variety of disabilities</i>	Development of outdoor provision across the entire school (LT)	Liaison with BAMFM with regards to grounds development.	Ongoing inline with policy	Lower School playground has had fitness equipment installed.

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>School website information allows parents/carers to request information in different formats</i></li> </ul>	<p>Ongoing review of materials used to support pupils learning</p>	<p>Class teachers to review the needs of pupils in their class and adapt resources accordingly</p>		
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#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the leadership and management committee

#### 5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information