

# **Castle Camps C. of E. (V.C.) Primary School**



## **Policy for Accessibility**

**Date Approved by the Governing Body: 16<sup>th</sup> September  
2024**  
**Date for Review: September 2025**

## **Accessibility Policy**

### **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA): "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".

### **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### **Principles**

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy
  2. The school recognises its duty under the DDA (as amended by the SENDA):
    - not to discriminate against disabled pupils in their admissions and exclusions, and provision of 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
  3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
  4. The school 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
  5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more 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

### **Activity**

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

#### **a) Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. (See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils")

#### **b) Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. (See checklist on page 30 of DfES Guidance.)

#### **c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. These are available from the school's SENCO or from the front office. (See checklist on page 30 of DfES Guidance.)

### Contextual Information

In 1865, 3 local single-sex schools were re-organised as one Church of England mixed school and a new schoolroom in the Gothic style (which now houses Class 1) was completed in 1866. This was enlarged twice over the following 20 years. Castle Camps School was taken over by the County Council in 1960 and enlarged in 1962 to take the children from Shudy Camps School, which had closed. With the closure of Horseheath Primary School in 1983, mobile classrooms were moved onto the site to accommodate the extra pupils. These were finally replaced in September 2000 by the new building extension which contains three classrooms, a Library plus staff and office accommodation. Access to the building is via ramps and steps. Within the building there are 2 small flights of steps to the Hall and from the Hall to Class 1. A small ramp is available for wheelchair access, although, at present, at present we have no wheelchair dependent pupils, parents or members of staff. There is one disabled toilet on site.

### Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing impairment

### Action Plan

#### 1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies	As required	SENCO	All staff aware of individuals needs

	involved with child			
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

## 2. Improving access to the physical environment of the school

Castle Camps School is continuing to grow and develop. It is hoped that we will be able to expand the buildings and to improve the facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of	As required Induction and on-going if required Annually Recruitment process	SENCO Headteacher Headteacher Headteacher	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues

	Environment Access Standard			
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all

### 3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	KS1/office School Office Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information

accessible formats				
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

#### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, for example:

- a) School Improvement Plan
- b) Staff Handbook
- d) Inclusion policy
- e) Equalities Statement
- f) Teaching and Learning Policy

The audit forms part of the Single Equality policy, which sets out the school's approach to promoting community cohesion, equality and diversity.

Agreed by Governors: 16<sup>th</sup> September 2024

Date for Review – September 2025