

Castle Primary School

Accessibility Plan

Review Date: October 2024

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs, sporting and cultural activities and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving Curriculum Access

Target	Strategy	Outcome	Time Frame	Achievement Measured By
Training for teachers and TAs on new SEND issues	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum and ensure Quality First Teaching	Annually	Increase in access to the National Curriculum
Support for all staff so that they can make reasonable adjustments to the curriculum for pupils identified with SEND	Drop-in sessions with SEND Lead Additional resources are accessible to staff once identified	Improved Quality First Teaching so that all children with SEND make expected progress	Ongoing	Increase in access to the National Curriculum
Improve quality of identification of pupils with SEND	Administer additional baseline assessment tools	Improved early identification of SEND pupils needs	Ongoing	Increase in access to the National Curriculum
Improve the quality and amount of resources to aid pupils identified with SEND	Buy resources as advised by consultants or requested by staff Compile an audit of resources	Improve outcomes for pupils through access to appropriate resources as and when required	Ongoing	Pupils and staff have resources readily available and easy to locate
To improve our nurture provision and counselling for children with emotional, social and behavioural difficulties	Deployment and training of additional TAs so that they can deliver nurturing and counselling programmes Deployment of specialist Play Therapy and Wellbeing sessions	Improvement in Nurture Provision and Counselling so that children feel calmer and more ready to learn or deal with difficult issues in their lives Improvement of wellbeing support for traumatized children so that they are more ready to learn. SWaNs, Cheshire Play Therapists	Ongoing	Children's emotional well-being is improved which will in turn help their academic achievement

Training for Teachers & TA's on Child Mental Health Issues	Mental Health Training sourced for Lead Teacher & deployed TA's. ELSA training for identified TA	Access to appropriate counselling for identified children	Ongoing	Children's mental health improved which in turn improves each child's achievement
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Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
School website is updated regularly to include full access to all relevant information	Develop and maintain parent information pages to allow accessibility for all	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved.
Support for all staff to integrate accessibility of information into quality first teaching	Develop pupil profiles and school focus plans with SEND lead support to identify individual needs.	All staff using quality first teaching strategies to allow accessibility of information for all.	Ongoing	Delivery of quality first teaching to all students.

Improving the physical environment of school

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover: ICT equipment, desks, chairs, writing equipment and science equipment etc. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

Item	Activity	Timescale
To improve Outdoor Provision for EYFS children (Reception classes).	Shelter and fencing to be installed so that all children can access area safely.	Ongoing
Timetabling of Library/HT office to be used as a Nurture Room for well-being sessions.	Displays. Accessibility to appropriate resources. Quiet, calm area.	Ongoing
Timetabling of Library/HT office to be used as a confidential room for counselling sessions.	Displays. Accessibility to appropriate resources. Quiet, calm, confidential area	Ongoing