

Accessibility plan

Castle Mead School



Approved by:

Emma Larkham

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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

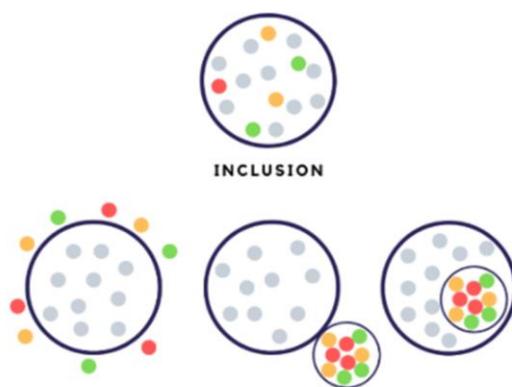
Our school aims to treat all its pupils, their families, our staff, Academy Advisors and members of our wider community fairly and with respect. This involves providing access and opportunities without discrimination of any kind.

Our Vision

Schools within the Mead Academy Trust have expectations of excellence, where individuals are valued, achievements celebrated and where children are happy and safe.

We aim to enable all children to benefit as fully as possible from their education, removing barriers to access wherever possible. We will ensure access to a broad and balanced curriculum that provides for the development of knowledge, understanding and skills that children will need in order to become active and responsible citizens.

Our vision of inclusion:



This applies to all members of our school community without reservation. We are entirely inclusive in all aspects of school life. Everyone is welcomed and valued. 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. We are part of the Mead Academy Trust which supports the development of this plan.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

We have included a range of stakeholders in the development of this accessibility plan

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, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Staff have received training in communicating effectively with all pupils.	Resource Base staff are particularly familiar with non-verbal communication e.g. use of Makaton and PECs. The staff in the mainstream school all have lanyards with visuals of 5 point scale and other key instructions.	Short term – to ensure all lanyards are in use. Medium – update visuals on lanyards to include scripts to remind/prompt adults.	See objectives	PoM/HP/GS	April 22	Increased staff awareness. Children understand and respond to different types of communication.
School homework policy recognises and allows for the additional needs of some disabled pupil e.g. the needs to undertake therapy at home and the time it takes to do daily living tasks	Current practise does not explicitly recognise time needed for any additional undertaking of therapy at home	Short term – to review the homework policy Medium – to audit homework practices in each class Long – to ensure the policy reflects the aim and homework is differentiated and matched as appropriate	See objectives	PoM/GS	April 22	Gather parental and pupil voice Review with class teachers Increased staff awareness
Position of key resources have taken into account lighting, e.g. teacher not sitting with back to the window.	Classrooms are generally tidy and resources are accessible to children and adults.	Short term – review of classroom set up. Medium – feed back to staff on classroom arrangements if necessary. Long term –	See Objectives	SLT	April 22	The aim will have been achieved.

		resources are re-positioned.				
Planning facilitates inclusion e.g. allowing time for all pupils to complete key tasks.	<p>Learning is personalised and individual learning goals/outcomes are taken into account when planning and delivering teaching.</p> <p>Regular learning walks completed by SLT and curriculum teams.</p> <p>Training delivered on SpLD to teachers and TAs.</p>	<p>Short term – monitoring and evaluation through learning walks.</p> <p>Medium – feedback given to teachers and further monitoring to review impact.</p> <p>Long term – further CPD for SEND.</p>	See objectives	PoM	April 22	All pupils will have completed key tasks.
Involve wider group of stakeholders in reviewing and developing this plan	<p>Advice from specialist agencies such as specialist physical teachers, occupational therapists, physiotherapists and hearing impairment teachers is sought and followed.</p> <p>Pupil voice, parent/carer voice as well as contributions from the school community will be constantly listened to and taken into consideration within reviewing and developing this plan</p>	<p>Short term – share with SLT and academy advisory group</p> <p>Long term – continue to update and modify in light of our children, families, local community and staff's needs</p>	<p>Work with school council to discuss accessibility.</p> <p>Develop a questionnaire to gain child and adult voice.</p> <p>Equalities leads to facilitate focused parent groups.</p>	SLT	April 22	The aim will have been achieved.

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 Academy Advisers.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report

- Supporting pupils with medical conditions policy

Accessibility Audit below

TMAT audit adapted from Wiltshire Accessibility Audit - Castle Mead

This checklist is to assist schools to audit their accessibility. This in turn will assist in the development of an Access Plan for each school.

Activity	RAG	Comments – any relevant issues to address	Priority – who is lead?	Done – Date & initial
Buildings				
Size and layout of all areas allows access for all pupils. (classrooms, sporting, play, social facilities, hall, library).		All classrooms, sporting, play, social facilities, hall and library allow access for all. However, the library currently is divided into 2 area for small group work eg RWI and has a fairly narrow entrance and only one access and egress. I suggest that access would need to be increased if needed to accommodate someone with a disability. This could easily be achieved	SBM/ SENCO	
Wheelchair users can move around the school without experiencing barriers to access such as those caused by doorways, steps and equipment.		Wheelchair users could move around the school. We do have some barriers to accessibility such as reading areas in the corridors, shut doors to Early Years classrooms, partitions for individual learning areas and turns to make to access toilets. There are also rubber strips to access/egress mats at doorways which might impede a wheelchair. In future adaption would be facilitated easily as the barriers mentioned are moveable or could be easily changed.	SBM/ SENCO	
Floor surfaces are flat, clear and non-reflective.		Yes	SBM/ SENCO	
Consideration is given to ensure that signage and décor is not confusing or disorientating.		Yes, it is a new school with clear, clean lines. There is a fair amount of décor in the form of pupil works but this would not confuse or disorientate.	SBM/ SENCO	

Colour schemes in corridor reinforce space.		Yes, the school is decorated in calm, neutral colours	SBM/ SENCO	
Chair and desk sizes are considered for each pupil.		Yes, there are different sizes by age group which are colour-coded	SBM/ SENCO	
Classrooms have height adjustable worksurfaces.		No, classrooms do not have height adjustable work surfaces but this could be looked into if the need arose	SBM/ SENCO	
All doors have visibility panel at the correct height.		All doors have visibility panels and building regulations (DDA, Part M-2004) would have been followed since the build took place in 2013.	SBM/ SENCO	
Signage reflects the school handwriting policy.		Signage is clear	SBM/ SENCO	
Pathways are logical, well signed and free from trip hazards.		Pathways are logical, well signed and free from trip hazards. Steps in Nursery play area but alternative route available.	SBM/ SENCO	
Handrails on steps and slopes.		Yes, there are steps and a slope to the mobile classroom and nursery, which does have a handrail.	SBM/ SENCO	
Clearly marked directions to classes, departments; possibly colour coded routes.		All classrooms have signs on doors to indicate which room it is. There is a map of the building available for all staff.	SBM/ SENCO	
Rooms clearly labelled with words and/or symbols and/or tactile.		There are classroom names on doors, and rooms with bat symbols supporting the names.	SBM/ SENCO	
Notice boards clear and at pupil friendly heights.		The external noticeboard is slightly high but still fully visible to pupils. Boards in the classrooms are clear and at pupil friendly heights.	SBM/ SENCO	
Access to transport convenient for disabled and		We currently hire a minibus or coach or use in house minibus where possible.	SBM/	

non-disabled pupils.		Access from carpark to support wheelchair users.	SENCO	
Lifts are easy to operate.		We do not have any lifts as it is a single-storey building.		
Flat covered walkways between buildings.		There are no covered walkways between the school and the mobile building but this is not a permanent structure. All learning spaces are accessed via corridors integral to the building.	SBM/ SENCO	
Changes of floor level are clearly visible.		There are no changes to floor level apart from minor distinctions between carpet and hard flooring or access/egress mats.	SBM/ SENCO	
Ramps of the correct gradient.		Yes	SBM/ SENCO	
Disabled toilets positioned centrally to cut down journey time.		Yes, 5 pupil accessible toilets are located in different areas of the building including near Resource Base and Nursery. The first-aid room is clearly labelled and full-spec.	SBM/ SENCO	
Disabled toilets meet design requirements.		Yes	SBM/ SENCO	
Doors painted a contrasting colour to walls.		Yes, doors are painted teal, contrasting to white walls.	SBM/ SENCO	
Room available for therapy needs during the school day.		Yes, we have the Forest, Meadow and Nest rooms which is an enhanced provision offering sensory and nurturing space. This is also used for ELSA intervention.	SBM/ SENCO	
Pupils are able to open doors as appropriate. (it is recognised that some doors are not expected to be opened by pupils.)		Yes, doors are designed to be opened with ease apart from external access doors at the Hall and playground doors. These are heavy and could be difficult for a pupil to open. There are green buttons at mag-lock doors and a sign saying that pupils must not use them. However, they are at DDA regulation height to enable accessibility.	SBM/ SENCO	

Steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and placement of noisy equipment.		The acoustics of the build are not of the highest standard but were signed off as meeting regulations. Noise travel occurs mostly in group rooms, washrooms and the office, rather than classrooms. With the new build, the subject of acoustics has been raised in the design phase and the extension should provide better sound containment. Air driers are not being used due to noise created and paper towels are being used in their place.	SBM/ SENCO	
Lighting enhances space.		Yes		
Fire safety – movements and egress appropriate for all pupils.		The Fire Log file is a comprehensive document covering aspects of fire safety and responding to a full Fire Risk Assessment in late 2020. Egress is appropriate for pupils and the nearest exits and protocol for fire evacuation has been discussed and practiced	SBM/ SENCO	
Teaching boards have good lighting and are non reflective.		Yes	SBM/	
Sinks are accessible to pupils, including taps and plugs.		Yes	SENCO	
Room for storage and maintenance of specialist equipment.		There is limited storage in each class room for equipment. Areas In corridors and medical room for specialist equipment by Resource Base	SBM/	
Sensory areas/gardens.		There are paths leading to the sensory areas/gardens which would enable pupils to get close to the area. However, the land is not flat and boggy in some areas and may be difficult to access via wheelchair.	SBM/ SENCO	
Curtains/blinds are used to reduce glare and heat.		Yes	SBM/	
Label cupboards and shelves clearly.		Yes	SENCO	

Staff – Teaching and Non-teaching			SENCO	
Induction – to include H&S requirements and disability equality awareness.		Health and safety is covered as part of induction and equality is covered as part of recruitment.	SENCO	
All staff have the necessary training and information to be aware of the impact a specific disability has on the pupils social, emotional, behavioural and academic life.		Yes, staff are thoroughly briefed about disability, social and emotional wellbeing and complex needs. In addition, we discuss children whose family situations may be difficult and children with medical needs.	SENCO	
Positive behaviour management policies supported by all staff.		Behaviour management is a policy in the induction pack and the 5-point scale is clearly posted throughout the school. We should ensure that all staff have an awareness of the 5-point scale so that it is used consistently.	SENCO	
All staff maximise pupil independence.		In classrooms resources are available for children to access independently and are labelled. There are also additional resources for DT and Art in the main corridors which are accessible for children. All children are encouraged to prepare themselves for their lessons.	SENCO	
All staff differentiate appropriately to provide opportunities for all pupils to achieve and respond to pupil diversity.		Yes – teaching standards	SENCO	
All staff are aware of H&S requirements.		Yes, induction covers health and safety aspects, there are talks in staff and admin meetings. For example, the incident in the Press of a teaching falling from height led to a toolbox talk about working at height and publishing HSE information about working at height for guidance.	SENCO	
All staff have received Manual Handling training and appropriate staff are aware of Handling Plans/Health Care Plans.		Some staff have received manual handling training linked to their job role. Staff would be aware of any health care plans but, as yet, manual handling training has not been required, but would be provided where necessary.	SENCO	
All teachers incorporate IEP targets in their lesson planning.		Children who have ‘My Next Steps’ are regularly reviewed and monitored. Teachers know the children’s targets. EHCP outcomes are broken down into	SENCO	

		targets for the year to enable teachers to include these targets in their planning.		
System in place for all staff, including temporary/supply staff, to be aware of the above plans.		TAs and teachers meet weekly after school for dedicated 'planning' time. My Next Steps are reviewed as part of this planning time. All teachers have a 'planning' folder accessible in the classroom which includes all weekly planning documents.	SENCO	
Staff recognise and allow for the additional time required by some disabled pupils; to use equipment in practical work; to communicate using an aid.		Children who need additional equipment for their learning are provided for e.g. pencil grips. There are various communication strategies in place across the school. An emphasis on additional time might be needed.	SENCO	
Staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading.		Teachers and TAs have been trained on SpLD (Term 4 & 5)	SENCO	
All the staff aware of the LEA services which will support them to include pupils with specific disabilities.		Staff are aware through the SENCO.	SENCO	
How to contact specialist support agencies is known e.g. Advisory Teacher, Physiotherapist.		This is done through SENCo. Regular SENCo surgeries are held where a decision on outside agency involvement is made. Teachers are part of the referral process.	SENCO	
Staff have received training in communicating effectively with all pupils.		Non-verbal communication using visual cues is used in the school. There was also an attempt at using Makaton for communicating in the quiet corridors. It would be good to have more of this in place/training.	SENCO	
Staff are familiar with technology and practices developed to assist pupils with disabilities.		At a basic level – e.g. clicker 8 for writing, talking tins for recording ideas. Specific training for technologies for individual children would be done as required.	SENCO	
School homework policy recognises and allows for the additional needs of some disabled pupil e.g. the needs to undertake therapy at home and the time it takes to do daily living tasks.		This needs reviewing and beneficial to include parent, child voice.	SENCO	

Teaching			SENCO	
Allowances made to enable pupils to manoeuvre themselves into position and organise themselves before the lessons commence.		Classroom tables and chairs are set out to enable children to move around the classroom. Teachers give clear time expectations and use timers to support children to organise themselves and settle prior to the start of a lesson.	SENCO	
Choice of position in class for visual access to displays, boards and teacher etc.		Sometimes displays can be too high/low or obscured by other things but teachers make best efforts to ensure visuals are in the classroom for children to refer to.	SENCO	
Room size and organisation allows ease of movement.		In all classrooms you are able to move around.	SENCO	
Position of key resources have taken into account lighting, e.g. teacher not sitting with back to the window.			SENCO	
Lessons provide opportunities for all pupils to achieve.		Lessons are differentiated according to children's needs.	SENCO	
Liaison between teacher and support staff enabled before lessons.		Usually in haste but this does happen.	SENCO	

Teaching strategies reflect pupil diversity			SENCO	
Teachers communicate with all pupils not only through TA.		Teachers are very good at getting to know each individual in their classes.	SENCO	
All tasks set reflect pupils ability to comply.			SENCO	
Advanced planning facilitates availability of differentiated resources		Planning is completed in advance to be shared at planning meetings on a Thursday.	SENCO	
Teaching techniques empower the variety of learning styles.			SENCO	
Planning facilitates inclusion e.g. allowing time for all pupils to complete key tasks.		Something to be a focus? Not sure time is factored in to planning in terms of task completion.	SENCO	
All pupils are encouraged to take part in all lessons, e.g. music, drama and physical activities.		Music and PE lessons are delivered by specialist teachers. All children are encouraged to take part. This can sometimes be differentiated in terms of the 'job' the child does, e.g. photographer for PE.	SENCO	
Organisation			SENCO	
Timetable considerations to minimise travel around building.			SENCO	
PSHE programme differentiated to meet all		PSHE needs to continue to be a focus.	SENCO	

pupil's needs.				
Plan of the school layout available to all pupils.		A plan of the school layout is available in the Fire Log folder in the office, if required. The office could create a child friendly version which would be especially useful on completion of the extension.	SENCO	
School trips/visits accessible to all pupils irrespective of attainment or disability.		Yes, school trips and visits consider and are accessible to all pupils.	SENCO	
Transport arrangements do not exclude participation in after school activities.		After school free clubs and paid child care are on site and accessible to all	SENCO	
All clubs are inclusive, including after school/breakfast clubs.		Yes – some restrictions in place due to Covid security	SENCO	
Sports day is inclusive. All participants valued.		Yes	SENCO	
Systems are in place to disseminate appropriate information to peers with the consent/participation of the pupil.		SENCO to discuss with parents and teacher and agree plan for sharing information with class when appropriate and with consent.	SENCO	
Designated quiet areas in recreation areas.		During break time play the smaller playground is open for painting and drawing. There is also use of The Forest.	SENCO	
Pupils are supported to be included in the IEP process.		SENCo has emphasised that children should be part of the My Next Steps process and should be involved in discussing and setting their targets.	SENCO	
Pupils are supported to take a part in the Annual Review process.		Children are invited to prepare something for their Annual Review e.g. powerpoint, book of photos. Children are invited to share this at the review or can send it if they choose not to come.	SENCO	
Letters/reports to parents, pupils are available in different formats, e.g. audio, braille, large print.		Newsletters and letters provided by email. We offer to print the newsletter in large text and to speak to the office if there are any communication difficulties. We have the facility to ask Collaborative Schools Ltd of Trowbridge to help	SENCO	

		translate anything if absolutely required.		
All parents able to access the building for parents' evening and meetings.		Yes – due to Covid this is currently done via online meeting system	SENCO	
Information is presented in a way that is user friendly.		There are many ways to access information for example, via email and text, on a noticeboard (Due to Covid noticeboards are not currently accessible by parents)	SENCO	
Exam and non-examination achievements are equally valued.		Yes, the school holds Celebration assemblies and celebrates stars of the week from each classroom. We also talk about sporting or personal achievements. Currently held online by video link.	SENCO	