



Policy name:	Castle Mead School Accessibility Plan
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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

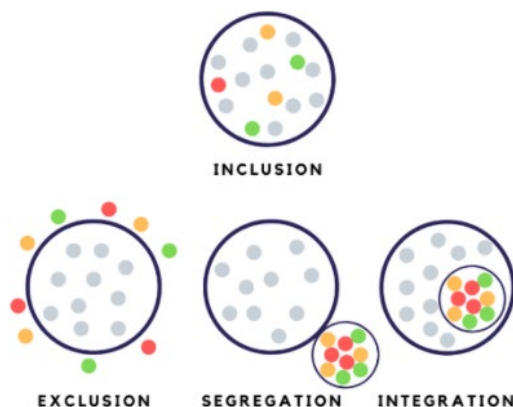
Our school aims to treat all its pupils, their families, our staff, Academy Advisors and members of our wider community fairly and with respect. This involves providing access and opportunities without discrimination of any kind.

Our Vision

Schools within The Mead 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.

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.

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
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.	<p>Short term – to ensure all lanyards are in use and have visuals</p> <p>Medium – Introduce Five to Thrive</p> <p>Long-term – Monitor the use of 5 to Thrive by all staff to communicate effectively</p>	See objectives	HG/GS	April 24	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	Homework policy needs to be looked at. Current practise does not explicitly recognise time needed for any additional undertaking of therapy at home	<p>Short term – to review the homework policy</p> <p>Medium – to audit homework practices in each class</p> <p>Long – to ensure the policy reflects the aim and</p>	See objectives	HG/GS	April 24	Gather pupil voice Review with class teachers Increased staff awareness



		homework is differentiated and matched as appropriate				
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. All children have independent learning journals with key resources inside.	Short term – review of classroom set up Medium – feed back to staff on classroom arrangements if necessary Long term – resources are re-positioned	See objectives	HG/GS	April 24	Children all able to access resources freely in classes.
Planning facilitates inclusion e.g. allowing time for all pupils to complete key tasks.	Learning is personalised and individual learning goals/outcomes are taken into account when planning and delivering teaching. Regular learning walks completed by SLT and curriculum teams.	Short term – monitoring and evaluation through learning walks and inclusion surgeries Medium – feedback given to teachers and further monitoring to review impact	See objectives	HG/GS	April 24	All pupils will have completed key tasks.



	Training delivered on SpLD to teachers and TAs.	Long term – further CPD for SEND				
Pupils are supported to take a part in the Annual Review process.	Annual review timeline is clear and those that know the children best are attending the reviews. All children have completed a One Page Profile for their new teacher. Parents of children with SEN plans offered longer parent meetings.	<p>Short term – All One Page Profiles to be shared with parents at all parents’ evenings and reviews and updated throughout the year</p> <p>Medium Term – Children to be invited to the Annual Reviews (where appropriate)</p> <p>Long Term- Review the effectiveness of the Annual Reviews and One Page Profiles</p>	See objectives	HG/GS	April 24	Children’s views are captured and listened to as part of the review process.

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.



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

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.	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. There are also rubber strips to access/egress mats at doorways which might impede a wheelchair.	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).	SBM / SENCO	
Signage reflects the school handwriting policy.		No as this could be challenging to read but 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.	SBM / SENCO	



Handrails on steps and slopes.		Yes, there are steps and a slope to the mobile classroom and resource base which does have a handrail. Steps also have a yellow strip on them to aid visibility.	SBM / SENC0	
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 / SENC0	
Rooms clearly labelled with words and/or symbols and/or tactile.		There are classroom names on doors.	SBM / SENC0	
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 / SENC0	
Access to transport convenient for disabled and non-disabled pupils.		We currently hire a minibus or coach or use in house minibus where possible. Access from carpark to support wheelchair users. New minibuses are being purchased for November 2023	SBM / SENC0	
Lifts are easy to operate.		We do not have any lifts as it is a single-storey building.		
Flat covered walkways between buildings.		New building currently being built. Clear flat walkway between buildings.	SBM / SENC0	
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 / SENC0	
Ramps of the correct gradient.		Yes	SBM / SENC0	
Disabled toilets positioned centrally to cut down journey time.		Yes, 5 pupil accessible toilets are located in different areas of the building including in Resource Base. The first-aid room is clearly labelled and full-spec.	SBM / SENC0	
Disabled toilets meet design requirements.		Yes	SBM / SENC0	
Doors painted a contrasting colour to walls.		Yes, doors are painted teal, contrasting to white walls.	SBM / SENC0	
Room available for therapy needs during the school day.		Yes, we have the Forest and Hedgerow which is an enhanced provision offering sensory and nurturing space. There is also an office space which is used for ELSA interventions.	SBM / SENC0	
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	SBM / SENC0	



		pupils must not use them. However, they are at DDA regulation height to enable accessibility.		
Steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and placement of noisy equipment.		All acoustics in the building meet regulations but in the 2014 end of the building there is quite a lot of noise transference between classrooms due to the construction.	SBM / SENCO	
Lighting enhances space.		The school designed within regulations for educational premises.	SBM / SENCO	
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 annual full Fire Risk Assessments 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 storage in each class room for equipment. Areas in corridors and medical room for specialist equipment by Resource Base and subject leads.	SBM	
Sensory areas/gardens.		There are gravel 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 at some times of the year 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.		Areas accessible to children are clearly labelled in the classrooms. Vast majority of areas for staff use are also labelled.	SENCO	
Staff – Teaching and Non-teaching				
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		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	



specific disability has on the pupils social, emotional, behavioural and academic life.				
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.	SENCO	
All staff have received Manual Handling training and appropriate staff are aware of Handling Plans/Health Care Plans.		Housekeeping and catering 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. Specialist training for staff involved in physical intervention.	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 targets for the year to enable teachers to include these targets in their planning.	SENCO	
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.		Children needs are catered for and reasonable adjustments allowed for and discussed at inclusion surgeries.	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 inclusion 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. Staff within the resource base communicate through the use of Makaton. SALT have also delivered colourful semantics training.	SENCO	
Staff are familiar with technology and practices developed to assist pupils with disabilities.		Yes – this has been developed this year with staff using clicker, widget, reverso and dictate to support a range of need.	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				
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.		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.		All classrooms have blinds.	SENCO	
Lessons provide opportunities for all pupils to achieve.		Lessons are differentiated according to children's needs and appropriate scaffolds are used to enable everyone to access the lessons.	SENCO	
Liaison between teacher and support staff enabled before lessons.		Weekly planning supports this.	SENCO	
Teaching strategies reflect pupil diversity		Yes	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.		Yes	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.		Yes	SENCO	
Planning facilitates inclusion e.g. allowing time for all pupils to complete key tasks.		Great inclusive practices across the school, to be consistent across all classes.	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				
Timetable considerations to minimise travel around building.		Most lessons happen in the classroom. Movement for RWI to support phonic teaching.	SENCO	
PSHE programme differentiated to meet all pupil's needs.		Yes	SENCO	
Plan of the school layout available to all pupils.		A plan of the school layout will be on display in each classroom from September 2023	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. This will be added on to the trip requisition form in September 2023.	SENCO	
Transport arrangements do not exclude participation in after school activities.		After school free clubs and paid child care are on site.	SENCO	
All clubs are inclusive, including after school/breakfast clubs.		Yes	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.		Yes	SENCO	
Designated quiet areas in recreation areas.		During break time play the smaller playground and inside space is open.	SENCO	



Pupils are supported to be included in the EHCP 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. All children have a one page profile.	SENCO	
Pupils are supported to take a part in the Annual Review process.		Children update their one page profiles prior to Annual Reviews. Action to improve for next year.	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. All letters are translated.	SENCO	
All parents able to access the building for parents' evening and meetings.		Yes	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.	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.	SENCO	