

# Castle View Primary School

Keswick Road, Lancaster, LA1 3LE  
Tel. 01524 67880

Headteacher: Miss Claire Bright



## ACCESSIBILTY PLAN 2020-2023

<b>Date updated by staff</b>	
<b>Date approved by Governors</b>	
<b>Review Date</b>	



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## **Accessibility Plan 2020 - 2023**

We pride ourselves on being a welcoming and inclusive school. We want all children to enjoy school and to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards and do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

### **Purpose of Plan**

This plan shows how Castle View Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers/ family members and visitors.

### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

### **Areas of planning responsibilities**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

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). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### **Contextual Information**

Castle View Primary School is a two storey building built on a hillside site. Whilst this gives us amazing views, it does cause some accessibility issues. Access to the school site involves steep slopes or steps from all directions. Access to the main school entrance is via a slope from the car-park; there is a disabled parking bay. The main entrance is accessible via a gentle ramp. There are accessible entrances to the downstairs classrooms (YR, Y1/Y2 and Y3/Y4) and communal areas. Access to the upstairs classrooms (Y5, and Y6) is via stairs in the hall. We have an accessible toilet suitable for adult or child use.

The local authority property officers do not consider it practicable within available resources to install a lift so consideration is given to relocating classes if a child in Y5 or Y6 were unable to access the upstairs classrooms. All resources available upstairs can be duplicated downstairs if necessary.

We have extensive school grounds that are on a hillside. There are two play areas immediately adjacent to the school building which are accessible. The school field, larger playground, adventure playground and tree house are downhill from the school building so access is restricted. The local authority property officers do not consider it practicable within available resources to put in ramps to link the outdoor areas.

### **Current Range of known disabilities**

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

We have a small number of pupils and family members who have a visual impairment and a small number who are wheelchair dependent.

### **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 and part-time small group provision.

It is a core value of the school that all children and families 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. Where necessary additional arrangements are made to enable this such as the supplying of additional staffing or making special transport arrangements within budget restrictions.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum and teaching methods.	Be aware of staff training needs on curriculum access Assign CPD for dyslexia and ASC online learning modules as per SEND plan.  Audit for strengths and next areas for CPD	March 2022  March 2022	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation.  Work and teaching strategies appropriately differentiated for SpLD and ASC children.
Ensure classroom support staff have specific training on disability issues as appropriate.	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required – See SIP and SEND plan	SENDCO	Raised confidence of support staff  Work and teaching strategies appropriately differentiated
Ensure all staff are aware of disabled children's curriculum access through individual Personal Development Plans.	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required – individual sharing with class welfares as appropriate.	SENDCO	All staff aware of individuals needs and children's needs being met at all times
Use ICT software to support learning	Make sure software installed where needed	As required	SENDCO and IT leader	Wider use of SEND ICT resources in classrooms
All educational visits to be accessible to all	Ensure each venue is vetted for appropriateness for intended group.	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	Seek disabled sports people to come into school  Class teachers to liaise with OTs re needs of specific children and plan accordingly. Arrange training for class teachers / TAs as appropriate	As required	PE lead and SENDCO	All to have access to PE and be able to excel
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### Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known within the confines of the existing site.

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/ family members and visitors	To create access plans for individual disabled pupils as part of their PEP (personalised learning plan) 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 Environment Access Standard	As required Induction and on-going if required Annually Recruitment process	SENDCO Headteacher	PDPs 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

Layout of school to allow access for all pupils to all types of facilities	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ LA property officer	Each type of facility is accessible by all
Improve facilities for visually impaired pupils	Commission report from specialist teacher for the visually impaired and act upon recommendations	As required	SENDCo /site supervisor	Visually pupils are able to safely access the whole school.
Improve signage and external access for visually impaired people	Audit existing situation and consult with specialist teacher for the visually impaired and family members	As required	HT and site supervisor	Disabled parents/carers/visitors feel welcome and have improved access
Ensure accessibility of access to IT equipment	Alternative equipment in place where necessary to ensure access to all hardware and software	Ongoing	IT lead	All types of hardware and software available to all children as appropriate
Appropriate fire escape routes are available for all from all areas	Ensure fire escapes have appropriate visual markings. Establish appropriate evacuation plans for any one with restricted mobility / visual impairment from all areas.	Ongoing	site supervisor and Health and Safety Officer	All disabled children, staff, families and visitors have safe egress

### **Improving the delivery of written information to disabled pupils and families with a disabled member**

This will include planning to make written information that is normally provided by the school to its pupils and families available to disabled pupils and family members. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' and family

members' disabilities and pupils' and parents'/ families' 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 Family support team 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 and on-going	School Office and family support 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 and families with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information through planned training	Ongoing	SENDCO	Staff produce their own information for families and children
Annual review information to be as accessible as possible to children and families	Relevant staff support families with the review process	On-going	SENDCO	Staff more aware of pupils and families preferred method of communication

Written by Claire Bright, revised by Helen Holden Mach 2020.  
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