



Castle View Primary School Accessibility Policy and Plan

Aims

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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.'

Vision and values

At Castle View Primary School we are committed to giving all of our children the opportunity and access to the whole school curriculum. We do this by taking account of pupils' needs,

. Castle View Primary School Accessibility plan 2016 Castle View Primary School,
School Road, Matlock, Derbyshire. DE4 3DS. Telephone: 01629 582699. Headteacher:
Clare Peat Chair of Governors: Helen Boocock

their safety and that of others. The achievements, attitudes and well-being of all our children matter. As a whole school our ethos is to promote respect for individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Current school profile

We currently have children who have needs such as:

- asthma
- eczema
- rare syndromes
- ADHD
- ASD
- Allergies
- Hyper-mobility
- Visual impairment.
- Dyslexia
- Delayed speech and language

We collect information from parent questionnaires, which are given at the point of pupil admission, so that we are as fully prepared as possible for their entry in to school. Medical contact details are gathered, as well as any outside agency involvement. This information is deemed only by the parent.

Accessibility needs:

The action plan ensures that:

- The school draws on the expertise of external support.
- The SENCO has an overview of the needs of Special Educational needs pupils and disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities, wherever safe to do so.



Castle View Primary School Accessibility Plan: January 2016 – January 2017

	Action	Support	Resources/Budget allocation	When?	Impact	Monitoring Method: Who? How?
1	Improve curriculum access for visually impaired pupil.	Provide training for SEN Teaching Assistant (TA) on Braille (delivered by visually impaired team). Ensure SEN TA is able to visit visually impaired unit and develop practice to meet the needs of the specific pupil.	£300.00	Ongoing support Sept 15 – Sept 17	Visually impaired pupil to have tailored curriculum and provision.	L.A. Headteacher. Feedback from parents, staff and pupil. Observations and data analysis.
2	Embed curriculum support through positive play and nurture groups.	Ensure positive play and nurture groups support the needs of individual pupils. Ensure this intervention tracks impact and therefore accountability for meeting the needs of the pupils to improve outcomes for the pupils.	£15,500	Spring 2015	Positive play/nurture provision has a positive impact in the classroom. Principles and practices are used consistently.	SENCo and Headteacher. Boxall profile and data analysis reviews, as well as observations and discussions with class teachers.
3	Continue to develop learning environments to support children with ASD and ADHD as well as all other pupils.	Introduce neutral colour tones and sensory elements such as aromatherapy oils and music. Develop a calm learning environment which supports the feeling of calmness. Introduce learning environments which embed the 'Regio Emilia' principles.	, Purchase of resources £200.00 Redecoration and refurbishment of environments £10,000.00	Summer 2015	All children feel calm and ready to learn as they enter school. Learning environments support calm and purposeful learning.	Headteacher. Observations and discussions with staff and pupils.
4	Improve the road surfacing around the Dining hall.	Pot holes to be filled, slabs to be levelled and drainage ditch dug at the side of the	£2,000.00	Summer 2016	All surfaces are smooth and accessible for all.	LA and Headteacher Site survey

		steps.				documentation and health and safety audit.
5	Develop accountability for all staff working with pupils with SEN or disability, so that their needs are met.	Review provision mapping in light of 'assessing without levels' and ensure there is accountability for outcomes for all support staff.	£10,000.00 (NLE budget support) Links directly with SEN support plan.	Summer 2016	SEN staff are held to account for the provision and outcomes of pupils.	SENCo/ BL – SENCo governor. CPeat
6	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Ensure there is : Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher receive up to date training. £120 a year	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils
7	Strive to ensure, any reasonable adjustments to the curriculum and building access is made for pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider and adapt the way in which information is presented to pupils. Consider and adapt ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments.	Ongoing	Curriculum is fully accessible for all pupils.	Head Teacher SENCo.
8	School policies make reference to provision for pupils with difficulties &	Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources 	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for pupils with difficulties or	Head Teacher Subject leaders.

	disabilities (particularly PE)	That could be employed when planning for pupils with difficulties or disabilities.			disabilities	
9	Ensure the Hall is fully accessible to all pupils and staff, irrespective of physical ability.	Purchase ramp/level steps at the back of the hall, to ensure wheel chair access.	£1000.00	Summer 2016	All pupils, staff and parents have full access to the hall.	Headteacher
10	Ensure outside agency provision supports in providing detailed, accurate actions to meet the needs of pupils with SEN and D.	Purchase/engage specialist outside agency support e.g.: Behaviour support Educational psychology Autism outreach	Traded services through Derbyshire County Council, currently. £2,000.00	Years provision 2016-2017	Specialist support identifies SENandD pupils needs and offers support to staff and pupils to enable pupils to access the curriculum and be fully included in school life.	Headteacher SENCo

This policy has been agreed by governors:

Minute number
Date
Signed by Chair