



Adventure together; learn forever

Accessibility Plan

Reviewed October 2021 - Next review September 2022

Reviewed September 2022 – Next review September 2023

Reviewed December 2023 – Next review September 2024

Reviewed September 2024 – Next review September 2025

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:

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

This plan sets out the proposals of the Proprietor/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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- c) Improving the delivery of information to all children and carers

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

The School's Context

The Castle School is a primary school for children aged 4yrs to 11 years. The school is housed in a new purpose-built school building which is fully compliant with all accessibility requirements.

The School's Aims

Our school motto is "Adventure together; learn forever" and we aim to provide a relevant, interesting, varied and challenging curriculum for all pupils at Castle School by demonstrating:

Consideration: Promoting a respect and understanding of ourselves, our community and our planet.

Aspiration: Enabling children to see the world of opportunities around them and encouraging them to seek and embrace these.

Self-sufficiency: Developing learners who are equipped to make decisions about their learning and life both in and beyond their classroom.

Teamwork: Promoting an awareness of their place in the community and making a positive contribution to it

Life learning: Fostering a love of learning and a love of knowledge.

Excellence: Promoting high standards in English and Mathematics which can be applied across all areas of the curriculum.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice: 0-25 updated 1st May 2015
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

Castle School Action Plan

Objective	Current Position	Strategy	Outcome	Timescale	Goal Achieved
Strand 1: Disabled pupils accessing the school's curriculum					
Children with Dyslexia or presenting with dyslexic traits should be able to participate fully	SENDCo trained to deliver literacy difficulty assessments and refer onto Devon dyslexia service if criteria met.	Continue to provide resources as needed for Dyslexic pupils or those presenting with dyslexic traits.	Children with dyslexia have equal access to the curriculum and resources.	Ongoing	Previous Sendco achieved Dyslexia award. Current Sendco on waiting list for

in reading and writing activities.	Children are provided with specialist resources as required e.g. coloured overlays, dyslexia friendly reading books iPad/laptop use for immersive reader or dictate - 2023	SENDCo to audit the use of these and the impact it has. Ensure pupils with dyslexia are given additional support to access curriculum activities as needed. Provide specific intervention to support reading and/or spelling 1:1 - 2023	Children with dyslexia make progress with their reading and/or spelling – 2023 2024/25 - SDP focus on adaptive teaching techniques. Focus on spelling, reading and writing.		training Jan 23. - achieved Children identified with dyslexia or dyslexic traits have access to tech to support learning. School has moved to RWI phonics to further embed and support phonics whole school. 2023/24 Independent providers have verified good practice Pupils in Year 5/6 to access Fresh Start to support reading – 2023 2024-2025 further adaptations have been put in place to support reading, writing and spelling for upper Key Stage 2 pupils
Barriers to learning due to disability are evaluated and addressed.	Teaching assistants are deployed to support those with additional needs, e.g. ASC or hearing impaired. We liaise regularly with specialist advisory teachers who audit the environment, ensure the specialist equipment is in	During reviews and parent consultations – parents and teachers are given the opportunity to discuss barriers to learning and how these can be overcome to ensure equal access.	Children with disabilities will be able to access all learning activities, to include those of a more physical nature as well as classroom based. 2024/25 - SDP	Throughout the year, meetings with parents to discuss. Class teachers to be kept informed. Half-termly contact with advisory teachers	New support plan format now in place enabling closer monitoring for impact of interventions. A more holistic view of the child. Ongoing support from

	place and that staff know how to use it. Parents are consulted about modifications needed.	SENCO to continue liaising with external advisory teachers for advice/guidance We liaise and are visited regularly by specialist teachers from the visual impairment/hearing impairment team. They audit our school environment to ensure it is safe for children with physical/sensory impairments, ensure we have the correct specialist equipment and train staff on how to use this.	Focus on adaptive teaching techniques 2024/25 - school will moving towards using IT to support through microsoft/google. Decision TBC. School investing heavily in infrastructure to support this.	• C&I team • SALT • Visual impairment team • EP • Hearing impairment team • Teacher of the deaf Provision map software purchased for storing SEN information in one location including support plans and provision – October 2023 This should support gaining parent view as online platform rather than paper based. 2024/25 - Using provision map to assess impact of interventions across the school, cost effectiveness, use of resources. Mental health support team in schools due to be working within school from Autumn term – introduction meeting September 24. To support pupils with low level mental health
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					needs individually or in small groups.
Children with speech and language needs are supported to access the curriculum fully.	Increasing numbers of children joining the school with SALT needs. Wait list for SALT assessments is currently 24 months. School attempted to employ private SALT but has not been able to do this.	All EYFS pupils are assessed on entry using Language and speech link. Specific pupils throughout the school are assessed at the beginning and end of year from Year 1- Year 6 SALT referrals ASAP to SPA. Classes use visuals to support. E.g. widget Use of colourful semantics linking through to grammar – colours linked. Social skills groups i.e lego therapy, friendship groups, self-awareness and self-esteem groups. Language link intervention	Children with SALT needs make increased progress. Children with SALT needs are able to access social situations more effectively	Ongoing.	SALT interventions on going in classes. Undertaken by class TAs. This has had direct benefit for children. A number of Children no longer in need of more specialist SALT interventions. 2024-25 Introduction of Language enhancement groups – training provided by SALT team for SENDCo. To replace language link Y1-6 .
Strand 2: Improving the physical environment for the purpose of increasing accessibility					
The school is accessible to all pupils, visitors and carers.	New school built September 2017 so all resources and rooms are accessible by all.	Lift to access the first floor. Keys for lift held centrally. Emergency Evac Chair located at staircase 1	Whole school is accessible to all, with up to date access guidelines adhered to.		In place and ongoing
Vehicles transporting parents or children with disabilities will be able	There is one disabled bay in the outer car park.	Ensure staff are familiar with those vehicles who may need additional	Transport for children with SEN use the inner carpark.		In place and ongoing

to access the car park easily, and park in a disabled bay.	There is one disabled parking bay in the inner staff parking area also. Signage has been reviewed and improved Sept 2020	support to access the inner car park.	Alternative time for drop off and pick up for children who find the morning whole school routines stressful.		Specific children can use the inner car park as discussed with SLT to support transition am and pm. August 24 - Car park resurfaced and additional disabled bay added.
Strand 3: Improving the delivery of information to all children and carers					
Children with additional needs or disabilities will be able to access the information within the classroom.	Children with additional needs are supported through a range of approaches e.g. specialist ICT, makaton, visual timetables etc	Staff are trained in response to the needs of the children.	All children are able to access the information delivered to the pupils regardless of disability.	Ongoing	Ongoing -changes as the needs of specific children change 2024/25 – staff training for adaptive teaching techniques and introduction to newly released OAIP (ordinarily available inclusive provision framework created by Devon SEND team).
School is able to support all children and parents effectively.	A community room has been established to promote working with parents. Parents with additional needs are catered for e.g. school employs an interpreter or someone to sign as required. Document Translator is on the school website. Polish TA employed by the school.	Audit of current practice is needed to ensure information is available in a range of formats to improve access for all – carry over to 2023.	Parents and children with difficulties accessing information are able to access it in alternative formats and know who to talk to if they are having difficulties with this.	Ongoing	Ongoing When the school is unable to support the needs of very high needs pupils the school accesses alternative provision with support of 0-25 prior to children moving to speciality settings. Parents are supported through the process. 2024/25

	Parent liaison is undertaken by our Designated Safeguarding Lead. Focus 22-23 Ukrainian pupils New pupils on roll with EAL are registered with Devon's Ethnic Minority and Traveller Support service – 2023 EMTAs provide interpreters for parent meetings alongside in school support for pupils – 2023. Specific pupils have access to iPads with translate app to use throughout the day as required - 2023				Mental health support team in schools due to be working within school from Autumn term – introduction meeting September 24. To support pupils with low level mental health needs individually or in small groups. They also have the capacity to provide parenting workshops for Mental Health topics. School working as pilot with Family hub who will provide family support and signposting
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Access to this plan:

This plan will go onto the school's website to enable access to it, it will also be uploaded onto SharePoint to be accessed by governors and staff members of the school. Any applicants to work at the school will also be provided with a copy of the plan if requested. The plan will be made available to Ofsted inspectors, and other professions supporting the school or children. A meeting will be offered with a member of SLT to discuss the plan if needed, particularly in the case of parents whose reading ability may impede their understanding. Translation services will be offered to parents whose limited English makes the plan difficult for them to understand.

The plan was compiled by the SEN team. It will be used as appropriate to inform the school development plan, and also any planning meetings regarding the new school building.

Supporting Policies:

SEN Policy

Equal opportunities

Teaching and Learning Policy

Intimate Care Policy

Positive behaviour and Anti-Bullying Policy

September 2024