Castle View School

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Accessibility Policy

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This policy will be reviewed by:	Full Governing Body

Contents

1. Aims ..... **Error! Bookmark not defined.**
2. Legislation and guidance ..... **Error! Bookmark not defined.**
3. Action plan 4
4. Monitoring arrangements ..... **Error! Bookmark not defined.**
5. Links with other policies ..... **Error! Bookmark not defined.**

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

Vision and Values

- Castle View School is committed to providing a fully accessible environment which values and includes all students, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs, through the School Accessibility Plan.
- Castle View School aims to provide equality of opportunity for all students and staff ensuring that disabled students or prospective students are not treated less favourably than other students or prospective students for reasons relating to their disability.
- We are committed to fostering positive attitudes about disability and accessibility and to continue to develop a culture of awareness, tolerance and inclusion.

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

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils	• Ensure all pupils with disabilities have equitable access to the full curriculum, enrichment activities and educational visits. • Demonstrate sustained improvement in outcomes, participation and engagement for pupils with disabilities. • Establish a fully inclusive curriculum that is regularly reviewed and adapted to meet the changing needs of all learners.	• Conduct annual reviews of curriculum accessibility and make adjustments based on pupil needs and feedback. • Ensure all educational visits, extracurricular activities and enrichment opportunities are planned with accessibility considerations and reasonable adjustments in place. • Continue to develop staff expertise through ongoing training in inclusive practice, SEND and adaptive teaching. • Invest in and maintain appropriate assistive technology, specialist equipment and accessible learning resources. • Monitor and analyse participation, attendance, progress and attainment data for pupils with disabilities, identifying and addressing any barriers to inclusion. • Seek regular feedback from pupils, parents/carers and staff regarding accessibility and inclusion within the curriculum and wider school life. • Work collaboratively with external agencies and specialist professionals to support pupils' changing needs. • Ensure accessibility and inclusion are considered in curriculum development, policy reviews and school improvement planning. • Promote positive representations of disability throughout the curriculum, assemblies and enrichment opportunities. • Report annually to governors on the effectiveness of accessibility measures and progress towards achieving equitable access and improved outcomes for pupils with disabilities.	SLT SENCO	Ongoing monitoring	Monitoring of the implementation of the curriculum demonstrates the needs of all students are being met.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities Library shelves at wheelchair-accessible height	To ensure that the school environment remains fully accessible and inclusive for all pupils, staff and visitors, through ongoing adaptation, maintenance and improvement of physical facilities.	**Buildings and Access** • Regularly audit the school site to identify and address accessibility barriers. • Ensure ramps, elevators and accessible routes are maintained and fit for purpose. • Review corridor layouts to ensure sufficient width and unobstructed access for wheelchair users and those with mobility aids • Ensure designated disabled parking bays remain available, clearly marked and located close to key entrances. **Toilets and Changing Facilities** • Maintain accessible toilets and changing facilities to a high standard. • Review provision annually to ensure facilities meet the changing needs of pupils. **Learning Resources** • Ensure library shelving and learning resources remain accessible to wheelchair users and pupils with physical disabilities. • Consider alternative formats and assistive technology where required.	SLT SENCO	Ongoing	All areas of the school are accessible to all students.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	To ensure that information and communication are accessible to all pupils, parents, staff and visitors, regardless of disability or additional need.	Maintain clear and accessible internal signage throughout the school. Provide information and learning resources in alternative formats, including large print and Braille, when required. Ensure induction loops are available, maintained and promoted in relevant areas. Use pictorial, symbolic and visual communication systems to support understanding for pupils with SEND. Review communication methods annually to ensure they meet the changing needs of pupils and families. Train staff in the use of accessible communication strategies and resources. Seek feedback from pupils, parents and external professionals on the effectiveness of communication arrangements.	SLT SENCO	Ongoing	All aspects of school life are accessible to allow all to learn without barriers.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board & the headteacher.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy