



Belong, Believe, Achieve and Grow

Equality and Accessibility Policy

Autumn 2021 – Summer 2024

Contents

Introduction	3
Disability	3
How often is the plan reviewed?	3
Setting Priorities.....	3
Monitoring	3
Legal Context.....	4
SECTION 1: Vision Statement	5
1A The purpose and direction of the school's plan: vision and values	5
1B Information from school data and school audit.....	5
1C Views of those consulted during the development of the plan	6
SECTION 2: Aims and Objectives.....	6
2A Increasing the extent to which disabled children can participate in the school curriculum.	6
2B Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services.	7
2C Improving the delivery of written information to disabled children so that they have equal access to written information	7
SECTION 3: Making it happen	7
3A The management, coordination and implementation of the Accessibility Plan	8
3B Getting hold of the school's plan	8
ACTION PLANS	9

Introduction

The Accessibility Plan is an action plan that schools create to record specific courses of actions aimed at fulfilling their legal duties to **disabled children**.

The plan focuses on improving three areas:

- a) curriculum access;
- b) the delivery of written information;
- c) access to the physical environment.

Disability

According to the Equality Act 2010 a person has a disability if:

- a) he or she has a physical or mental impairment;
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

How often is the plan reviewed?

The plan is a legal document which must be reviewed every three years and approved by the Governing Body. As curriculum policies are reviewed, a section related to access will be added to the Equalities Policy. The terms of reference for all governors' committees will contain an item on "having regard to access". The governing body is involved in setting priorities for the Accessibility Plan and for monitoring the plan.

Setting Priorities

The priorities for the Accessibility Plan for our school were identified by a group who consisted of:

- SEN Governor
- Head Teacher
- SEND Team
- Finance manager

The Accessibility Plan should be read in conjunction with the School's:

- Development Plan
- Disability Access Action Plan
- Special Educational Needs and Disability Policy
- Behaviour Policy

Monitoring

The Accessibility Plan is a statutory requirement that is monitored by a committee of the full governing body.

Legal Context

Under the Equality Act 2010 schools must have an Accessibility Plan that gives a written account of how schools intend, over time, to increase the accessibility of their school for disabled people. All schools are required to make “reasonable adjustments” to their: policies, procedures and practices to accommodate children with disability more fully in school life. Disabled children have rights enshrined in law. The Act relating to the rights of disabled children are to be found in The Equality Act 2010.

The Equality Act has two main purposes:

- a) to harmonise discrimination law;
- b) to strengthen the law to support progress on equality.

In harmonising existing legislation with regards to discrimination, the Equality Act 2010 consolidated all existing equality legislation such as:

- Race Relations Acts
- Disability Discrimination Acts
- Sex Discrimination Acts
- Equality Act 2006 (this Act still remains in force but is amended by the Equality Act 2010)

Schools “... cannot unlawfully discriminate against children because of:

- Disability
- Sex
- Race
- religion or belief
- sexual orientation
- gender reassignment

The Equality Act 2010 creates a duty on schools to have due regard to:

- advancing equality of opportunity between disabled children and non-disabled children;
- foster good relations between disabled children and non-disabled children;
- consider how their policies, programmes and services will affect disabled children;
- make reasonable adjustments so as to enable existing or potential children to overcome or minimise barriers to accessing the curriculum.

The Accessibility Plan is divided into 3

sections :

Section 1	Vision statement
Section 2	Aims and objectives
Section 3	Access audit

SECTION 1: Vision Statement

Vision Statement will focus on the following areas:

- 1A The purpose and direction of the school's plan i.e. vision and values;
- 1B Information from school data and school audit;
- 1C Views of those consulted during the development of the plan.

1A The purpose and direction of the school's plan: vision and values

The purpose and direction of Castle Hill's Accessibility Plan is to:

- Maintain and improve access to the physical environment;
- Facilitate and improve access to the curriculum for all children;
- Communicate effectively with disabled children and their parents by improving the delivery of written information.

At Castle Hill we are committed to inclusion and we want all our children to enjoy their time at school. We believe that children should be given every opportunity to achieve their personal best. We do this by taking account of our children's needs and we have high expectations for all children. The achievements, attitudes and well-being of all our children matter. As a school we take our duties seriously and our teachers are committed to the equal opportunities legislation.

Lessons are planned to ensure that strategies are implemented to remove as many barriers to disabled children achieving. When planning for learning experiences for our children, potential areas of difficulty are identified and addressed. Therefore we:

- set challenging, but suitable learning goals;
- respond appropriately to diverse needs;
- strive to overcome potential barriers in every area of school life.

1B Information from school data and school audit

Castle Hill has a small number of disabled children and children with additional needs. The range of current disabilities includes:

- Speech and Communication Difficulties
- Visual impairment
- Global Developmental Delay
- Autism Spectrum Disorder
- Moderate Learning Difficulties

1C Views of those consulted during the development of the plan

Parents of children with disabilities are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of disabled children. Through Individual Learning Plan reviews, we identify any changes required and make reasonable adaptations based on parental and children feedback.

SECTION 2: Aims and Objectives

The aims and objectives will focus on the following areas:

- 2A Increasing the extent to which disabled children can participate in the school curriculum;
- 2B Increase the extent to which disabled children can take advantage of education and associated services by making reasonable improvements to the physical environment of the school;
- 2C Improving the delivery of written information to disabled children so that they have equal access to written information.

2A Increasing the extent to which disabled children can participate in the school curriculum

Castle Hill Primary School will make reasonable adjustments to the curriculum as necessary, to ensure that children with a disability are given equal access to the curriculum. Reasonable adjustments could include any of the following:

- provision of specialist aids and equipment which may assist disabled children in accessing the full curriculum;
- ensure appropriate deployment of support staff;
- develop independence and promote social interaction by setting personalised learning goals;
- ensure quality first teaching for all to improve disabled children's access to the curriculum;
- teaching approaches that promote inclusion and positive child interaction;
- professional development for staff on inclusive classroom practice and on specific disability issues.

We recognise that the nature of a child's disability may present certain barriers to accessing the curriculum. Castle Hill's Accessibility Plan aims to identify these barriers and make reasonable adjustments that will eliminate the barriers or reduce the adverse effect of these barriers to accessing the curriculum. We are aware of the challenges that some children experience when accessing the curriculum. Consequently, access is therefore considered, at planning stages. Castle Hill's Accessibility Plan, along with policies such as the Behaviour Policy will also tackle the social aspects of disability because we understand

that other issues affect the participation of disabled children in school life. For example: bullying, peer relationships, personal care etc.

2B Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services

The school is a single story building with good physical access. We have one mobile classroom positioned in the playground which has ramp access. All classrooms are accessible for wheelchair users or those with impaired mobility. The site has 11 designated toilets that are accessible for disabled children or children with restricted mobility. The school has: good physical access, single storey, wide corridors and doorways. There are no car park facilities on-site, only off-street parking for applicable permit holders. Entrance to the school is wide enough for wheelchair users and door handles are at an accessible height for wheelchair users. The school will make reasonable adjustments to the physical environment in order to increase the extent to which disabled children can take advantage of educational facilities.

2C Improving the delivery of written information to disabled children so that they have equal access to written information

Information is provided to parents in a form that is suited to their needs. For example:

- face-to face meetings
- in writing
- electronic correspondence
- telephone
- the use of interpreters

Castle Hill also uses the Family Support Worker and external agencies to support work with children and their families with specific needs. Prior to meetings, arrangements are made to ensure that parents / carers have access to information to enable their child to participate fully in the life of the school.

The school also offers drop in sessions where staff, parents or carers can discuss their concerns. The purpose of these sessions is to enable the child to participate fully in the life of the school.

SECTION 3: Making it happen

This section will focus on the following areas:

3A Management, coordination and implementation 3B

Getting hold of the school's plan

3A The management, coordination and implementation of the Accessibility Plan

Castle Hill will:

- ensure that all staff members are aware of their duties to children with disabilities. This will be done through INSET and the staff SEND handbook;
- consult with experts when unfamiliar situations arise regarding children with disabilities;
- the governors and senior leadership team will work closely with the local authority to ensure compliance;
- evaluate the plan annually and views will be sought from disabled children, parents/carers and staff;
- analyse attainment data of disabled children compared to non-disabled children.

Evaluation of the plan

When evaluating the Accessibility Plan the school will look at:

- a) the actions that the school has implemented and what effect those measures have had.
- b) The school will consider a range of evidence to reach a judgement.

These will include:

- staff confidence in teaching disabled children;
- parental satisfaction with arrangements made;
- outcomes for children;
- the physical environment;
- multi-agency protocols;
- the sharing of good practice;
- the involvement of disabled children in school life.

Castle Hill takes a whole school approach to meeting the requirements identified in our Accessibility Plan. We measure progress by looking at the outcomes we identified.

Senior Member of Staff Responsible: Mr Andrew Renwick (Head teacher) Governor Responsible: ?

3B Getting hold of the school's plan

At the end of this document you will find the action plans showing how Castle Hill Primary School will address identified priorities.

Castle Hill makes its Accessibility Plan available in the following ways:

- the school's office
- a copy will be issued to all parents/carers of disabled children
- large print upon request;
- the school's website - www.castle-hill.bolton.sch.uk