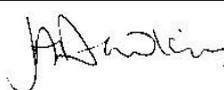


CASTLE MANOR ACADEMY

ACCESSIBILITY POLICY AND PLAN



Date Approved	December 2021
Signed	(Chair of Local Governing Body)
Name	 Justine Dawkins
Minuted	December 2021
Date of Next Review	December 2024

Context

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements of The Equality Act 2010 (schedule 10, relating to disability). Reference has also been made to The Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to school for disabled pupils” issued by DCSF (DfE) in July 2002.

This policy should be read in conjunction with other academy & Unity School’s Partnership Trust policies: SEND, Equality Objectives, Supporting Students with Medical Conditions, any Personal Emergency Evacuation Plans (PEEPS) and Safeguarding Plans.

School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over 3 years.

Definition of disability

The Disability Discrimination Act (1995):

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

Principle

- Compliance with the DDA is consistent with the Academy’s aims and Equality, Diversity and Community Cohesion policy and the operation of the Trust’s SEND Policy.
- The Academy recognised its duty under the DDA (as amended by the SENDA): not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services; not to treat disabled students less favourably; to take reasonable steps to avoid putting disabled students at a substantial disadvantage; to publish an accessibility plan.
- In performing their duties, Governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002)
- The academy recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out everyday activities including learning. The Academy respects parents’ and students’ rights to confidentiality.
- The Academy provides all students with a broad and balanced curriculum, tailored, and adjusted to meet the needs of individual students by overcoming barriers to learning.

Aim

To reduce and eliminate barriers to accessing the curriculum and aid full participation in the school community for current and prospective students with a disability. To ensure disabled parents, carers and visitors have equal access to all information, events, and meetings.

1. Castle Manor Academy is committed to providing an accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.
2. Castle Manor Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities, as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as able-bodied pupils; (if a school fails to do this, they are in breach of DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids **and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written **information** to pupils, staff, parents, and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake all the works during the life of this first Accessibility Plan, therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new plan.
6. The Academy will seek and follow the advice of LA services (specialist teacher advisers and appropriate health professionals).
7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and diversity. The terms of reference for all Governors' committees will contain an item on "having regard to matters relating to Access."
8. The school website will refer to this Accessibility Plan.
9. The School's complaints procedure covers the Accessibility Plan.
10. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.
11. The Plan will be monitored through the local governing body.
12. The Plan will be monitored by Ofsted as part of their inspection cycle.

13. We acknowledge there is a need for on-going awareness raising and training for all staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Castle Manor Academy - Disability Equality Act Plan	2018-19 Review Oct 2018	2019-20 Review Oct 2019	2020-21 Review Nov 2021 *C19 Delay in interim	2021-22 Review Nov 2022
Students				
To ensure records of disabled students are complete and up to date	Register of disabled students reviewed annually Contact with feeder primary schools made early in Autumn Term Year 6 to support for transition	Register of disabled students reviewed annually Contact with feeder primary schools made early in Autumn Term Year 6 to support for transition		Register of disabled students reviewed annually Contact with feeder primary schools made early in Autumn Term Year 6 to support for transition Continue work with external agencies to ensure that any recommendations/reports are recorded and acted upon by school. Where appropriate, Medical Needs Officer to ensure student is on caseload.
Monitor attainment levels of disabled students	Robust target setting in place through curriculum & pastoral support. Key professionals to review and monitor (SENDco, ALs)	Robust target setting in place through curriculum & pastoral support. Key professionals to review and monitor (SENDco, ALs)		Robust target setting in place through curriculum & pastoral support. Key professionals to review and monitor (SENDco, ALs) Review accessibility arrangements to ensure that students with

	Review accessibility arrangements.	Review accessibility arrangements.		disabilities can access the curriculum and make expected levels of progress or better.
Monitor inclusion of disabled students in school teams, events, Ambassadors, trips, responsibilities in school.	Record participation of all students.	Record participation of all students.		Record participation of all students. Work with key professionals (external, trips coordinator and SENDco) along with parents to ensure that trips, enhancements and activities are as inclusive as possible, including support staffing needs.
Ensure up to date PEEP evacuation plans and staff training.	Ongoing every year.	Ongoing every year.		Ongoing every year. PEEP plans to contain rolling record of reviews. TA/support staff training via the Trust for use of evac chairs in line with emergency procedures. Replace outdated Evac Chairs for recommended models.
Staff				
Monitor applications for posts including rejection of disabled applicants	Ongoing every year.	Ongoing every year.		Ongoing every year. Use of the REACH recruitment system and HR advised checklists ensures that processes are equitable from screening through to offers of employment.
To interview all applicants who meet the minimum criteria for the job vacancy and consider	Ongoing every year.	Ongoing every year.		Ongoing every year. Use of the REACH recruitment system and HR advised checklists ensures that processes are equitable from

them on their application				screening through to offers of employment.
All disabled members of staff to be offered at least a yearly meeting with their line manager on their needs, adjustments and development	Ongoing every year.	Ongoing every year.		Ongoing every year. Implementation of USP performance management ensures that development opportunities can be discussed and considered. Throughout Covid period, clear support provided through general and individual risk assessments directly from Headteacher.
Make every effort if employees become disabled to ensure that they stay in employment	Working conditions adjusted for staff members requiring it based on assessment of need.	Working conditions adjusted for staff members requiring it based on assessment of need.		Working conditions adjusted for staff members requiring it based on assessment of need.
Parents				
Ensure disabled parents are supported to access information about their child's progress at school. <i>(to consider: access around the building, sign language interpreter, braille, large print text/audio versions)</i>	Parents evenings invitation to explicitly state that parents who cannot access the main hall will be accommodated elsewhere or alternative arrangements made.	Parents evenings invitation to explicitly state that parents who cannot access the main hall will be accommodated elsewhere or alternative arrangements made.		Parents evenings invitation to explicitly state that parents who cannot access the main hall will be accommodated elsewhere or alternative arrangements made. Virtual appointments can be made via TEAMS or SchoolCloud for those unable to access site.

Buildings				
<p>All new build works to consider the needs of a range of people who have different abilities of access</p>	<p>Ongoing every year with adherence to building regulations and specifications .</p>	<p>Ongoing every year with adherence to building regulations and specifications .</p>		<p>Ongoing every year with adherence to building regulations and specifications.</p> <p>Updates to toilets to improve accessibility at both ends of site.</p> <p>Ramps created to ensure access to ground floor classrooms with stepped access.</p> <p>Update rails to ramps to ensure side-to-side safety.</p> <p>Additional disabled parking slots created outside of The Arch.</p> <p>Dropped kerbs included following site walks.</p> <p>Review annually with site team and/or when student/staff need changes and adjustments need to be made.</p>
<p>Access through school building, ultimate aim to ensure that the whole building is fully accessible</p>	<p>Ongoing every year with adherence to building regulations and specifications .</p> <p>Provide ramped access to Canteen 2 via double doors at rear.</p>	<p>Ongoing every year with adherence to building regulations and specifications</p> <p>Review annually with site team and/or when student/staff need changes and adjustments</p>		<p>Ongoing every year with adherence to building regulations and specifications.</p> <p>Review annually with site team and/or when student/staff need changes and adjustments need to be made.</p> <p>Music and Catering Theory Classroom the only two subject specific areas where adjustments to access need to be considered.</p>

	Re-paint kerbs and stair edges.	need to be made.		
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