



Accessibility Plan

Castle Hall Academy

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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 disabled students can participate in the curriculum
- Improve the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Castle Hall Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Castle Hall has an agreed set of characteristics which underpin the ethos and behaviours expected of everyone within the academy community:

Respect

Responsibility

Resilience

Reflection

Reasoning

Castle Hall Academy have a vision for all students:

Achieve Academic Excellence, Develop Character, Raise Aspirations

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

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, students, parents, staff and governors of the academy.

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 academies on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increasing access to the curriculum for students with disabilities	<p>Specific advice for individuals shared through Pupil Passports</p> <p>Regular assessment windows provide opportunities to review attainment and progress, with time set aside to adapt teaching and intervention plans at the end of each cycle</p> <p>Comprehensive transition plan in place from Year 6 for pupils with Special Educational Needs</p>	<p>Regular reviews of individual needs to determine appropriate strategies to implement</p> <p>To ensure all teachers have high expectations of all students through the setting of appropriate work.</p> <p>To gather information about incoming pupils and ensure we can put plans in place to meet their needs</p>	<p>Develop a program of periodic QA to ensure needs are being met in the classroom through high quality teaching</p> <p>Program of CPD for teachers on meeting the needs of SEN students</p> <p>Teaching materials made available that all students can access</p>	<p>DHT and SENCo</p> <p>SENCo and FoCUS Team</p> <p>SENCo HoY 7 HoF</p>	<p>April 2021</p> <p>ongoing</p> <p>Start the process in April each year</p>	<p>Increase in access to the curriculum; teachers equipped to fully meet the needs of children with SEN.</p> <p>Improvement in progress and attainment indicators at KS3 and 4.</p> <p>Teaching resources and approaches meet students' needs</p> <p>Pupils settle into CHA in year 7 and continue to feel part of the academy community</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Visibility panels in all doors • Handrails on staircases for restricted growth students • Ramps • Disabled parking bays • Disabled toilets • Widening of main student entrance 	<p>To explore all sources of capital funding in order to improve access to the physical environment of the Academy.</p>	<p>Use Condition Improvement Fund (CIF) guidance to explore bids for, eg:</p> <ul style="list-style-type: none"> • Disabled changing facilities • Improvements to corridors and staircases to ease circulation • Library shelves -at accessible height 	<p>Site Team</p>	<p>Ongoing</p>	<p>The Academy continues to make the best of resources to improve facilities and access to the physical environment for people with disabilities.</p>
<p>Improve the delivery of information to students with a disability</p>	<p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Digital resources 	<p>To develop alternative communication methods to ensure access for all students.</p>	<p>Explore the use of the following in communication around the site:</p> <ul style="list-style-type: none"> • <i>Pictorial or symbolic representations</i> • Braille • Induction loops 	<p>SENCo</p>	<p>Ongoing</p>	<p>All students can access information in its most appropriate form.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

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
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>The Academy has four separate buildings:</p> <ul style="list-style-type: none"> - Science/DT – over 3 levels; - a 1930s-60s main block - building is classed as 3 storey. <p>The ground floor of the main block also has 3 flights of corridor stairs – each with about 6 steps.</p> <p>Single storey common room – (prefab construction).</p> <p>Single storey additional dining room – (prefab construction)</p>	<ul style="list-style-type: none"> • The Academy will reinforce the use of internal one-way systems to ease the flow of student movement around the site, and reduce congestion at social and lesson times. 		September 2022
Corridor access	<p>All corridors are restricted in their width, and are inadequate to cope with the number of students who use them.</p>	<ul style="list-style-type: none"> • The Academy will reinforce the use of internal one-way systems to ease the flow of student movement around the site, and reduce congestion at social and lesson times. 		
Parking bays	<p>To move existing bays to make them more accessible and make provision for 2 reserved parking bays for staff with any disability.</p>	<ul style="list-style-type: none"> • Site team to mark out the disabled bays in the main car park near to academy entrance. 		August 2021

<p>Entrances</p>	<p>The main reception entrance has ramped access.</p> <p>There is also a ramped access to the Dining Hall.</p> <p>Most other entrances require staff/students/visitors to use stairs either just before or just after entry.</p> <p>Widening of main student entrance to ease congestion</p>	<ul style="list-style-type: none"> • The Academy will explore any options for capital funding to introduce a scheme to make all entrances more accessible, e.g. to wheelchair users, but recognise that this is unlikely to be successful. • The Academy will follow all current guidance and legislation to satisfy any changes that may be required, with opportunities to apply for capital funding from The Multi Academy Trust if so required. 		<p>Any alterations would require a funding bid to be placed with our Multi Academy Trust.</p>
<p>Ramps</p>	<p>The main reception entrance has ramp access.</p> <p>There is also a ramp access to the Dining Hall.</p>	<ul style="list-style-type: none"> • The Academy will explore any options for capital funding to introduce a scheme to make all entrances more accessible, e.g. to wheelchair users, but recognize that this is unlikely to be successful. • The Academy will follow all current guidance and legislation to satisfy any changes that may be required, with opportunities to apply for capital funding from The Multi Academy Trust if so required. 		<p>Any alterations would require a funding bid to be placed with our Multi Academy Trust.</p>
<p>Toilets</p>	<p>New student toilets were opened in 2015.</p> <p>One disabled toilet is available for staff, students or visitors near to the main reception.</p> <p>Further student toilets to be opened on all floors in the main</p>	<ul style="list-style-type: none"> • The Academy to ensure that all toilets are fit for purpose on the designate corridors 		<p>August 2021</p>

	building to improve access for those with medical conditions			March 2021
Reception area	<p>The reception has limited space in which to welcome parents and visitors.</p> <p>There is limited seating space.</p> <p>Any discussions (in person or by telephone) are often overheard.</p>	<p>The Academy have put up a screen to increase privacy and there are now a number of meeting rooms in school that can be used for private meetings and phone calls if necessary.</p>		Any alterations would require a funding bid to be placed with our Multi Academy Trust.
Internal signage	<p>Internal signage on doors is clear and consistent.</p> <p>There are some plans of the building which offer clarity, but limited space for internal directional signage.</p>	<ul style="list-style-type: none"> All signage was reviewed after the refurbishment of the ground floor and updated as required. 		March 2021
Emergency escape routes	<p>Most emergency escape routes require the use of internal and external staircases.</p> <p>There are fire door exits from the main hall, dining hall and the 2 catering outlets.</p>	<ul style="list-style-type: none"> A H&S audit carried out in 2019 found corridor spaces to be adequate for current provision. It was noted that the corridors are narrow and of a pattern expected of 1930/40's buildings. 		
Windows	All windows to be replaced with UVA protected glass	<ul style="list-style-type: none"> Contractors to complete installment of all windows in the building with UVA protected glass 		July 2021