

Castleford Park Junior  
Academy  
Accessibility Plan  
2018-2021



## Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'.

'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- ✓ Mobility
- ✓ Manual dexterity
- ✓ Physical co-ordination
- ✓ Continence
- ✓ Ability to lift, carry or otherwise move everyday objects
- ✓ Speech, hearing or eyesight
- ✓ Memory or ability to concentrate, learn or understand
- ✓ Perception of risk of physical danger.

Our planning addresses the following areas:

- **Physical facilities** - addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School curriculum** - including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support services** - access to services within and external to the school to support families where a disability is identified
- **Awareness** - building awareness of staff through training and development and heightening children's awareness of issues related to disability
- **Communication of information** - how information is communicated within school and to a wider audience and supporting access to Communication for families with a pupil or parent identified as having a disability.

<b>Physical Facilities</b>	<b>Process for identifying barriers</b>
	Action planning following site inspections by relevant personnel (e.g. Site manager, SEND governor) Feedback from users of the school via annual questionnaires to all stakeholders Needs review for enrolment of pupils through discussion with the Head teacher or liaison with LA Inclusion Service Review of Education Health and Care plans, Supporting Me to Learn Plans, Care Plans, Risk Assessments or Personal Education Plans (or equivalent document) for pupils with SEND
	<b>Summary of Progress to date</b>
	Hearing loop installed Door threshold ramps have been provided where required Evacuation chairs have been installed where areas of school have step access
	<b>Objectives for improvement 2018-2021</b>
	Door threshold ramps to be phased in where required Emergency Evacuation Plans written and available Visual fire alarm system for pupil/adult toilets as and when required Where classes are painted under routine maintenance, to include contrasting colours to support sensory needs
	<b>Monitoring of plans</b>
	This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff annually.

<b>School Curriculum</b>	<b>Process for identifying barriers</b>
	Monitoring of class teaching, learning support and impact on progress Data analysis by teachers and SLT at half termly pupil progress meetings Review of Education Health and Care Plans, Care Plans, Risk Assessments, Supporting Me to Learn Plans (or equivalent document) for pupils with SEND Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school Governor visits, SIP visits, learning Walks
	<b>Summary of Progress to date</b>
	Robust monitoring systems in place and all groups of pupils closely tracked and monitored by SLT. Target Tracker system now in place from Sept 2015, Wakefield progression steps assessments are used for SEND detailed assessment New ICT system in place with hardware and software that supports pupils with SEND e.g. Clicker 6, ipads touchscreen technology New National Curriculum and assessments procedures in place. School now has a range of wider curriculum opportunities including, forest schools, dance, swimming, drama, French and music all delivered by specialist teachers enabling school's teaching staff to develop their own skills and subject knowledge School now have a specialist PE teacher full time again delivering high quality PE lessons across while school. The specialist is also broadening the school's participation in sporting events and tournaments Develop a system for signposting relevant support/networks to parents SEND toolkit now in place to evaluate school provision and funding - reviewed annually Support from relevant services has meant that more MSPs have been successful in becoming EHCPs
	<b>Objectives for improvement 2018-2021</b>

	<p>Deliver training at staff meetings, phase meetings and TA training to ensure best practice around meeting the needs</p> <p>Share all class data with every teacher/TA-class or 1-1</p> <p>Staff training to be matched to the priorities determined by current school population (e.g. currently have pupils with ASD/ADHD/PDA)</p> <p>Audit attendance/membership of school clubs by pupils with SEND to ensure full access</p> <p>School to actively promote pupil voice to ensure that all children feel that they are involved in celebrating their achievements and setting next steps and targets</p>
	<b>Monitoring of plans</b>
	This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff annually.

<b>Support Services</b>	<b>Process for identifying barriers</b>
	<p>Review of Education Health and Care Plans, Care Plans, Risk Assessments, Supporting Me to Learn Plans (or equivalent document) for pupils with SEND</p> <p>Advice from external agencies</p> <p>Requests and identified needs of pupils and parents through discussion, observation, feedback.</p> <p>Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services</p> <p>Governor visits, MRE visits, learning walks.</p>
	<b>Summary of Progress to date</b>
	<p>SEND Information Report on the school website.</p> <p>Staff training from CIAT and Learning Support to support staff with delivering a range of interventions, supporting staff through termly 'drop-in' sessions to provide advice and strategies</p> <p>Review Of Supporting Me to Learn Plans in conjunction with SENSS advice, termly</p> <p>Review of SEND register, termly meetings with parents to discuss progress and next steps</p> <p>Regular inclusion of monitoring of provision for SEND/disabled pupils in monitoring calendar</p> <p>The employment of an inclusion manager to support parents and pupils</p> <p>Outside agencies have confidence in the school and continually recognise the school's successes and regularly recommend to other schools as an example of good practice</p>
	<b>Objectives for improvement 2018-2021</b>
	<p>Regular review of SEND register to ensure all relevant children are identified and plans put in place to support their needs</p> <p>Research and maintain a directory of local parent support groups for children with SEND</p> <p>School to be strategic with planning support for pupils who require a higher level of support in school - using services such as CFIT, EPS, LSS, CIAT and SEMHT</p> <p>Attendance for SEND to be tackled so that this is not a barrier to their learning through the support of outside agencies to provide support for parents where needed</p>
	<b>Monitoring of plans</b>
	This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff.

<b>Awareness</b>	<b>Process for identifying barriers</b>
	<p>Observations of learning, pupil comments</p> <p>Feedback from pupils, parents, staff and visitors</p> <p>Questionnaires for Parent/carers, Pupils, Staff -Annually</p> <p>Curriculum and provision review</p> <p>Feedback from external agencies</p> <p>Concerns raised by teachers/TAs</p>

	Governor visits, MRE visits, learning walks
	<b>Summary of Progress to date</b>
	Curriculum reviewed and in place Supporting Me to Learn Plan meeting with relevant parents to ensure well-being of child remains paramount Assembly themes Disability Awareness week built into the curriculum Aspiration weeks to increase all pupil's aspirations Staff training on a range of SEND has meant staff are much more aware and skilled at identifying and planning for needs of the pupils in their class SENDCOs have had a vast amount of training to raise the awareness of SEND across school including the governing body Chair of governors is also a specialist in the SEND field again driving the profile of SEND in school to the forefront to improve the outcomes for these pupils Staff are held accountable for the progress and provision for these pupils during the half termly pupil progress meetings Staff completed the silver award with British Dyslexia Association
	<b>Objectives for improvement 2018-2021</b>
	Mark world awareness days by getting involved with suggested events/activities in school (e.g. 'No Pens Day' - for raising awareness of Speech and Language difficulties, ASD Awareness day. Disability awareness week etc.) Whole staff training on a range of SEND in line with current and future needs.
	<b>Monitoring of plans</b>
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

<b>Communication</b>	<b>Process for identifying barriers</b>
	Feedback from pupils, parents and other users including emails, questionnaires, Supporting Me to Learn Plans, minutes of Professional meetings Feedback from external agencies Review of Supporting Me to Learn Plans (or equivalent document) for pupils with SEND Impact of communication streams in ensuring pupil and parent understanding and participation
	<b>Summary of Progress to date</b>
	Half termly review of specific vulnerable pupils Supporting Me to Learn Plans have replaced OPP making plans more child centred and increasing pupil voice School now have 'Bloomz' a school communication app in place to celebrate the children's achievements and keep parent's up to date with school news and events Letters are now sent out in various formats to capture all parents - they are emailed, put on the school app and website, a text message is sent to alert parents that there are letters for their attention School website is up to date and displays keys events and dates for the year Termly parent forums take place with members from the governing body
	<b>Objectives for improvement 2018-2021</b>
	Share content of individual provision maps at Supporting Me to Learn Plan meetings Termly update on SEND pupils at staff meeting and phase meetings to ensure all staff have latest relevant information on specific pupils with SEND 6 week Pupil Progress Data drilling down by SENCo/PP, Maths, Literacy Leaders- any emerging concerns Place SEND information Report on the school website

	Identify the relevant alternative forms of communicating key information and ensure these are available to parents as appropriate / needed Ensure pupil passports are being routinely shown to all supply teachers and new staff in school
<b>Monitoring of plans</b>	
	This plan to be monitored by the governing body, the SEND Inclusion team and other relevant staff.

Monitoring and Review

Written by Mrs J Roberts DHT/SENCO

Reviewed Nov 2018

Date of Next Review Nov 2021

Signed Miss K Law Headteacher Nov 2018



\_\_\_\_\_

Signed Mrs J Roberts DHT/SENCO Nov 2018

\_\_\_\_\_

Signed Mr John Dossey Chair of Governors Nov 2018

\_\_\_\_\_