

Castleford Park Junior
Academy
Accessibility Plan
2021-2024



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 'longterm' 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.

Physical Facilities	Process for identifying barriers
	<p>Action planning following site inspections by relevant personnel (e.g. Business manager, Caretaker, Health and Safety & SEND governor)</p> <p>Feedback from users of the school via annual questionnaires to all stakeholders</p> <p>Needs review for enrolment of pupils through discussion with the Head teacher or liaison with LA Inclusion Service</p> <p>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</p>
	Summary of Progress to date
	<p>Hearing loop installed</p> <p>Door threshold ramps have been provided where required</p> <p>Evacuation chairs have been installed where areas of school have step access</p> <p>Gradual widening of school doors where needed making more of school wheelchair friendly</p> <p>Classroom risk assessments carried out and adapted where needed</p> <p>Two sensory rooms installed to meet the needs of children with sensory needs</p> <p>Forest school area developed to support wider school and for children identified as needing nurturing curriculum</p> <p>New fencing installed around the high risk parameters of school to ensure children are safe and secure</p> <p>New fire safety doors installed through school</p> <p>Paxman locking systems installed through school</p> <p>Calming cube?</p> <p>Nurture room?</p>
	Objectives for improvement 2021-2024
	<p>Door threshold ramps to be phased in where required</p> <p>Emergency Evacuation Plans written and available</p> <p>Visual fire alarm system for pupil/adult toilets as and when required</p> <p>Where classes are painted under routine maintenance, to include contrasting colours to support sensory needs</p> <p>Kelly any further plans to develop school???</p> <p>Nurture garden</p>
	Monitoring of plans
<p>This plan to be monitored by the governing body, SLT, the SEND/Inclusion team and other relevant staff annually.</p>	

	Process for identifying barriers
	<p>Monitoring of class teaching, learning support and impact on progress</p> <p>Data analysis by teachers and SLT and MLT at half termly pupil progress meetings</p> <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>Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school</p>

School Curriculum	Governor visits, B11 visits, learning Walks, growing middle leader team established
	Summary of Progress to date
	Robust monitoring systems in place and all groups of pupils closely tracked and monitored by SLT. Target Tracker system in place from Sept 2015, Wakefield progression steps assessments are used for SEND detailed assessment ICT system in place with hardware and software that supports pupils with SEND e.g. Clicker 6, ipads touchscreen technology 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 Developed systems for signposting relevant support/networks to parents from a well establish pastoral team SEND toolkit 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 Developing high quality and inclusive wider curriculum that is broad and balanced in-line with the new Ofsted framework in place across school
	Objectives for improvement 2021-2024
	Continue to deliver high quality training at staff meetings, phase meetings and TA training to ensure best practice around meeting the needs Share all class data with every teacher/TA-class or 1-1 Staff training to be matched to the priorities determined by current school population (e.g. currently have pupils with ASD/ADHD/PDA) Audit attendance/membership of school clubs by pupils with SEND to ensure full access 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 Continue to further develop high quality broad, balanced and inclusive curriculum with an emphasis on making it accessible and meaningful for all pupils
Monitoring of plans	
This plan to be monitored by the governing body, SLT, the SEND/Inclusion team and other relevant staff annually.	

Support Services	Process for identifying barriers
	Review of Education Health and Care Plans, Care Plans, Risk Assessments, Supporting Me to Learn Plans (or equivalent document) for pupils with SEND Advice from external agencies Requests and identified needs of pupils and parents through discussion, observation, feedback. Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services Governor visits, B11 visits, learning walks.

Summary of Progress to date	
<p>SEND Information Report on the school website and updated annually - adapted where needed based on changes through the year</p> <p>Staff training from CIAT, Learning Support and Educational Psychologist service 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>Regular 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>A well establish pastoral team lead by an experienced 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> <p>SEND team and Pastoral team working together to identify families in need and using the Team Around the School referral service to gain the support and advice from external services</p>	
Objectives for improvement 2021-2024	
<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 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 the pastoral team and outside agencies to provide support for parents where needed</p> <p>Continue to build strong working relationships with external services so school continues to receive the most up to date and appropriate advice and support</p>	
Monitoring of plans	
This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff.	

Awareness	Process for identifying barriers
	<p>Observations of learning, pupil voice</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, B11 visits, learning walks
Summary of Progress to date	

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

Objectives for improvement 2021-2024

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. Neurodiversity awareness week etc.)
 Whole staff training on a range of SEND in line with current and future needs.

Monitoring of plans

This plan to be monitored by the governing body, SLT the SEN/Inclusion team and other relevant staff.

Communication

Process for identifying barriers

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

Summary of Progress to date

Teachers and SLT are more visible and are on the school playground in a morning and an afternoon
 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 continue to use '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 - now used to create events like parent consultation days
 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
 New accessible and updated school website

Objectives for improvement 2021-2024

	<p>Share content of individual provision maps at Supporting Me to Learn Plan meetings</p> <p>Termly update on SEND pupils at staff meeting and phase meetings to ensure all staff have latest relevant information on specific pupils with SEND</p> <p>6 week Pupil Progress Data drilling down by SENCo/PP, Maths, Literacy Leaders- any emerging concerns</p> <p>Place SEND information Report on the school website</p>
	<p>Identify the relevant alternative forms of communicating key information and ensure these are available to parents as appropriate / needed</p> <p>Ensure pupil passports are being routinely shown to all supply teachers and new staff in school</p>
	<p>Monitoring of plans</p>
	<p>This plan to be monitored by the governing body, the SEND Inclusion team and other relevant staff.</p>

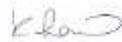
Monitoring and Review

Written by Mrs J Roberts DHT/SENCO

Reviewed Sept 2021

Date of Next Review Sept 2024

Signed Miss K Law Headteacher Sept 21



Signed Mrs J Roberts DHT/SENCO Sept 21



Signed Mrs T Sycamore Chair of Governors Sept 21