



## Disability and Accessibility Policy & Plan

Author of Policy & Plan	R Hall
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### Pendle Education Trust

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Company Registration Number: 08263591

Place of Registration: England and Wales



## 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are proud to encourage pupils to

- believe in themselves
- respect others and work together to overcome challenges and gain excellence in everything
- become safe, happy educated individuals

At Casterton Primary Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to share their disability and to participate fully in school life. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Casterton Primary Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We do not interchange the term disabled with the phrase special educational needs although we appreciate that many pupils with SEN will also have disabilities.

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

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

## Accessibility

We are 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.



We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan is drawn up to cover a three-year period, and is included as an appendix to this document.

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 that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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.

### **Safeguarding**

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare.

For specific details, refer to the whole-school Safeguarding Policy.



## Appendix - Accessibility Plan

### Communication

Aim	Strategies	Timescale	Responsibility	Success Criteria
To ensure that required information is accessible to all	<p>Ensure all information and policies are on the school website. Copies of policies can be requested at the office.</p> <p>New starters are given information packs and access to the school's handbook. DSLs are displayed so that adults/children know who to talk to. Text messages and written letters are used as well as Twitter. Teachers are accessible on the yard at the end of the day. Bilingual support is available at the school and in meetings/parents evenings and if not efforts will be made to try and communicate in the best way possible.</p> <p>Lancashire EAL support to be used if necessary / as available.</p> <p>Translation through AI and Microsoft word to be investigated and used where appropriate for EAL translation.</p>	ongoing	SLT Office DSLs All staff	<p>Parents/carers/visitors are able to access information about the school easily and know who to talk to if there is a problem.</p> <p>Parents who do not speak English are given the support available to enable communication with the school.</p>



To ensure that medical information is known to the staff working with the child so that they can receive the relevant support	Medical information is updated and shared with the staff. Kitchen and lunchtime staff are aware of allergies and policies/procedures are followed. Medication is stored in the photocopying room cupboard (locked) and administered with a witness and recorded. See Medical Needs Policy. Care plans are in place.	Annual updates unless problems arise Half termly meetings with the school nurse to discuss the needs of children  First Aiders trained	SLT All staff School Nurse Office Kitchen staff	Staff are aware of children who have medical needs and are able to follow policies, procedures and care plans.  Information is also accessible to staff how may not be familiar with the children eg, agency cover staff.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so that they can fully support their child's education	When carrying out home visits ensure any needs are recorded; there is a lower hatch at the office; path up to the office with no steps; school has a pro- active approach to offering improved access.	ongoing	SLT Office All Staff Site supervisor	Parents feel fully included in school events and are welcomed into school
Ensure that reasonable adjustments are made for staff with a disability, medical condition or other access needs	Identify staff needs during induction procedures, annual appraisal and back to work interviews. Engage with Occupational Health when needed	ongoing	SLT All staff	Staff feel fully supported in being able to carry out their job



## Curriculum/ Inclusion

Aim	Strategies	Timescale	Responsibility	Success Criteria
Adaptation of the curriculum and teaching to meet individual needs	Teachers to use adaptive techniques to meet the needs of all children; this can be seen on plans and in the children's books. SLT to monitor quality of teaching, learning and provision for ALL children	Ongoing	SLT Teachers	Children are able to access the learning and are making progress
Staff training in supporting children with specific needs	Specialist teachers to provide staff training for the needs that are in school.	Ongoing	SENDCo Specialist teacher Speech Therapist	Greater staff understanding of and how to support children with specific needs
Employ specialists to work in school to address the specific needs of children so that they can access the curriculum	Appointed <ul style="list-style-type: none"> <li>Specialist teacher</li> <li>Speech therapist</li> </ul>	As specific needs arise	Principal	Specialist advice available
Liaise with the pre-school/next school providers to prepare for the new intake of children into the Foundation Year or transition year.	Identify pupils who may need adapted or additional provision	May to July, annually	SLT EYFS Leader SENDCO	Provision in place ready for the start of the child



Liaise with educational establishments to prepare for the intake of new children who transfer within the year	Identify pupils who may need adapted or additional provision	Ongoing as needed	SLT SENDCO	Provision in place ready for the start of the child
Policies to ensure they reflect inclusive practice	Review policies to ensure they reflect inclusive practice	Ongoing	SLT LAC	All policies reflect inclusive practice and procedure
Establish and maintain close liaison with outside agencies	To ensure collaboration between all agencies	Ongoing	All staff SENDCo	Clear collaborative working approaches through regular meetings, risk assessments, reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and clubs	Create personalised risk assessments and access plans . Liaise with external agencies.	Ongoing	EVC Sports Coaches All staff	All children are able to attend trips, clubs and extra- curricular activities

### Physical Environment

Aim	Strategies	Timescale	Responsibility	Success Criteria
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Ensure the physical environment is accessible to all	The academy will take into account the needs of all pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, signage	Ongoing	LGC SLT Site supervisor	The physical environment is safe and accessible for all.  An annual accessibility audit and action plan is completed.
Ensure that the reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Carry out risk assessments, liaise with external agencies, identify training needs. Ensure emergency evacuation procedures are clear and that staff are capable of carrying them out.	Ongoing	LGC SLT Site supervisor	The physical environment is safe and accessible for all.  An annual accessibility audit and action plan is completed.

### **ACCESSIBILITY PLAN ENTRANCE, EXITS & ROUTES**

<b>ALL ENTRANCE AND EXITS</b>	<b>AREA</b>	<b>WHEELCH AIR ACCESS</b>	<b>LIGHTING ADEQUATE</b>	<b>ROUTES CLEAR</b>	<b>COMMENTS</b>	<b>ACTION</b>	<b>Date</b>
Main Entrance	Top of slope to office	YES	YES	YES	Key pad to enter and to CCTV to be seen by office staff	Non required	17/12/24



Main Entrance	Foyer	YES	YES	YES	Low access point to the office staff	None required	17/12/24
Reception Playground	Outside area reception	YES	YES	YES	Ensure equipment is being stored safely and not at a height	None required	17/12/24
Key Stage 1 playground	Playground next to KS1 toilets	YES	YES	YES	Access fob at accessible height	None required	17/12/24
	Corridor to infants	YES	YES	YES	Access fob at accessible height	None required	17/12/24
Key Stage2 playground	Next to KS2 Girls' toilets	YES	YES	YES	Keep exit clear	None required	17/12/24
Hall	Hall/ dining area	YES	YES	YES	Be aware of food and drink spillage and follow Health and	None required	17/12/24



					Safety procedures		
MUGA And Trim trail area	Next to playground Exit or through reception area.	YES Exit from reception, Key stage 1 or 2 playground	YES	YES	Need to access via bottom gate and follow the path round to the MUGA or to the trim trail area.	Direct wheelchairs to follow the bottom path (ensure and use the bottom gate to the MUGA.	17/12/24

AREA	WHEELCHAIR ACCESS	ROUTES CLEAR	LIGHTING ADEQUATE	ACTION	DATE
Reception & year 1 & 2 corridor leading to reception and KS1 toilets and playground	YES	YES Check coats and bags are on pegs access clear	YES	None required	17/12/24
Y5/6 Corridor leading to KS2 playground and toilets	YES	YES Check coats and bags are on pegs access clear	YES	None required	17/12/24
All classrooms in KS2 and all KS1 classroom except(1/2)	No Use exits on to playground from	YES Use the KS1/2 access to playground and	YES	Staff to be reminded to ensure hats, coats, bags are	17/12/24



have outside access	KS1 toilet/cloakroom area and small Yr1 classroom. KS2 from Y5/6 toilet/cloakroom exit. Year1 (1/2) to use main entrance and KS1 corridor to access classroom.	toilets		stored off the floor to prevent slips and trips. .	
Main entrance	YES Office staff to assist with doors if needed.	YES	YES	None required	17/12/24

#### **ACCESSIBILITY PLAN - SPECIFIC ROOMS**

AREA	LOCATION	WHEELCHAIR ACCESS	LIGHTING ADEQUATE	ACTION	DATE
Staffroom	Off foyer next to main entrance	YES	YES	None required	17/12/24



Main Hall	Centre of school off main corridor	YES	YES	None required	17/12/24
Toilets	<p>Disabled toilet in the foyer</p> <p>KS1 by exit onto KS1 playground</p> <p>KS2 girls by KS2 playground exit Y5/6 area</p> <p>KS2 boys by cloakroom Y5/6 corridor.</p>	<p>YES – separate disabled toilet</p> <p>NO</p> <p>NO</p> <p>NO</p>	<p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p>	Any child/adult in school needing wheelchair access are to use the disabled toilet located in the foyer.	17/12/24
Hall/ Dining room	Centre of school to the right off main corridor/library area can be accessed from KS2 central area	YES	YES	Food will need to be brought to the child to their place in the dining area.	17/12/24
Carpark	Disabled parking area marked out in yellow and is located next to the ramp leading to the main entrance.	YES	YES	<p>A parking spot is reserved for a staff member who needs it. Place agreed to meet her needs.</p> <p>Other spots for visitors are available – no actions needed</p>	17/12/24



				but we communicate with parents who need access.	
Principal's office	Off the foyer to the left.	NO	YES	Use larger room if meeting was needed with wheelchair user.	17/12/24

