



Castle Garden  
School

**Castle Garden School**  
**Accessibility Plan 2022 – 2025**

## **The purpose of this document**

This policy and attached plan reflect the values and ethos of Castle Garden School relating to accessibility.

The purpose of which is to set out a framework that all staff are able to operate within. This policy is written with due regard with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA).

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

Castle Garden is an independent day school for pupils aged 5 to 11. The school offers places to pupils who have complex needs. Many of our pupils have experienced early childhood trauma and a high number of pupils have not attended school for a considerable period of time.

- **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.**
- **compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy; The school recognises its duty under the DDA (as amended by the SENDA)**
- **not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services**
- **not to treat disabled pupils less favourably**
- **to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage**
- **the Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.**

## **Definition of Disability**

**Disability is defined by the Disability Discrimination Act 1995 (DDA):**

**"A person has a disability 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 carry out normal day to day activities."**

## **Key Objectives**

**All staff at Castle Garden are committed to creating and maintaining an inclusive environment. We will continue to develop the school with the following objectives in mind.**

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.**
- 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 access the best opportunities.**
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.**

**In performing their duties, management and staff will have regard to the DRC Code of Practice (2002).**

**The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.**

**Pupils at Castle Garden have access to the full National Curriculum. We believe this is an entitlement to all pupils in the United Kingdom, regardless of the school setting pupils attend.**

**Through the provision of a rich, broad, and balanced curriculum we will:**

- set suitable learning challenges**
- respond to pupils' diverse learning needs, recognising that these needs may change over time**
- overcome potential barriers to learning and assessment for individuals and groups of pupils**



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- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that all pupils are prepared for their next steps (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

### ACCESSIBILITY PLAN 2022 - 2025

	Actions	Timescale	Success Criteria
During assessment identify if a pupil requires specialist equipment to access the curriculum	<ul style="list-style-type: none"> <li>- Identify and source specialist equipment</li> <li>- Staff to access training in auxiliary equipment if needed</li> </ul>	Ongoing – takes place during assessment process prior to admission, Clinical input will be identified	Pupils arrive at school with the appropriate equipment and resources needed to access learning
Identify appropriate clinical input and therapeutic support	<ul style="list-style-type: none"> <li>- Joined up working during admission stage</li> <li>- Identify clinical and therapeutic support (SALT, OT, Clinical)</li> </ul>	Ongoing	Pupils' learning will be supported by appropriate clinical and therapeutic services. This could include SALT support, sensory profiling etc.
Produce an annual plan outlining a range of activities to promote pupils' spiritual, moral, social and cultural development	<ul style="list-style-type: none"> <li>- Link to cultural events and curriculum links</li> <li>- All staff to contribute to the plan and implementation of plan</li> </ul>	Ongoing – takes place every September during inset day	Pupils participate in a range of activities alongside the taught curriculum to widen their experiences and support growth and development
Review extra-curricular and after school clubs termly	<ul style="list-style-type: none"> <li>- Through School Council, identify activities pupils would like to participate in</li> <li>- Contact parents and transport to ensure pupils are able to access</li> </ul>	Termly	Pupils will access a range of chosen, enriching activities to support their personal, social and emotional development

Ensure that pupils entering KS1 have access to EYFS learning goals where appropriate. Some children entering EYFS have not attended any formal educational setting prior to attending OTA.	Follow admissions process and identify appropriate route into learning	Ongoing	Pupils who are not ready to engage in formal KS1 curriculum outcomes will benefit wholly from the varied experiences and opportunities of an EYFS curriculum.
Review 'Bringing Learning to Life' document annually	Teachers to identify through planning core aspects of their curriculum and support these with educational trips and visits to enrich the learning experience	Annually – September	Pupils will engage in a range of purposeful educational visits linked directly to learning outcomes. This will support with knowledge retention and help pupils to commit learning to long term memory
Carry out annual curriculum reviews to ensure pupils are able to access as broad a curriculum as possible for as long as possible	All staff to research own curriculum areas to identify accredited routes and experiences	Annually	The curriculum will be continually developed, allowing pupils to study as broadly as possible for as long as possible.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Target	Actions	Timescale	Success Criteria
Continually develop the school grounds to enrich the sensory experiences for pupils.	Work continually with clinical colleagues to develop opportunities for sensory integration	Ongoing	Pupils in need of sensory stimulation and deep pressure will be able to access in a safe manner

- Improve the delivery of written information to pupils, staff, parents and visitors with special educational needs and/or disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Target	Actions	Timescale	Success Criteria
<p><b>Ensure written material is accessible to all stakeholders</b></p>	<p>- <b>Ensure that support is provided to access written information where needed</b></p>	<p><b>Ongoing</b></p>	<p><b>Parents and visitors will have be able to request accessible information</b></p>
<p><b>Support parents to develop their own literacy skills where appropriate.</b></p>	<p>- <b>Establish a team of staff who are able to support adults with:</b></p> <ul style="list-style-type: none"> <li>○ <b>Reading Skills</b></li> <li>○ <b>Writing Skills</b></li> <li>○ <b>Speaking and Listening</b></li> <li>○ <b>Basic numeracy</b></li> </ul>	<p><b>By December 2023</b></p>	<p><b>Parents will be more confident in support children's needs</b></p>