



CASTLEWOOD PRIMARY SCHOOL

Accessibility Strategy including Accessibility Plan

November 2024 – November 2026

1. Introduction and Background

In working for excellence for all children, Castlewood Primary School is committed to working in partnership with the Local Education Authority, in order to prevent discriminating practices, which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with SEND are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the School do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

The School believes that it is unacceptable to treat a person with a disability less favourably, for any available reason relating to the disability.

This policy takes into account the legislation governing the School's responsibilities as set out in the Equality Policy, SEND policy and is written in compliance with paragraph 3 of schedule 10 of the Equality Act 2010.

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

2. Castlewood Primary School's Accessibility Strategy

The Law requires Local Education Authorities to produce an Accessibility Strategy, setting out how it will support its schools to improve their accessibility for pupils with SEND in the three main areas (strands).

Equally, all schools are required to prepare their own accessibility plans to cover the same three year timescale.

Castlewood Primary School's planning for these activities will become part of its developmental planning process. The elements are an integral part of existing plans for equal opportunities; premises development; behaviour management; anti-bullying strategies; special educational needs and so on.

As part of the developmental planning process, the School has already made reasonable adjustment in that it has:

- a trained SEND co-ordinator
- a SEND Governor
- has SEND trained Teaching Assistants
- access to Local Education Authority's support
- easily shared information from prospective parents of children with disabilities
- An Accessibility Action Plan linked to the LA SEND and Inclusion strategy 2019 - 2024
<https://www.westsussex.gov.uk/tools-for-schools/send-and-inclusion-strategy/>

3. Improving accessibility for children who have disabilities

Strand 1: Knowing our children and families well (an inclusive and person centred approach)

The School will seek to ensure that all our families and pupils:

- Have their educational needs understood and planned for as early as possible

- Feel they belong and are valued
- Be confident partners in the planning for their future, including at times of transition
- Understand and have confidence in the SEND services available in West Sussex, whether that is within health, education, social care or the voluntary sector.

Strand 2: Meeting the needs of our children and young people through our schools, educational settings and services

The School will seek to provide:

- A skilled, confident and resilient staff who are able to meet the educational, social and emotional needs of all their children and families
- High quality of services where good practice is celebrated and shared
- A consistent graduated approach that will “assess, plan, do and review” a child’s needs and the support that has been put in place to meet the needs of each child and young person with SEND or who may have SEND.

Strand 3: Working together towards solutions (collective responsibility)

The School will seek to:

- Use services, systems and processes which support the school to meet needs and to access timely, appropriate and relevant information
- Think creatively to develop solutions that meet the needs of children and young people with SEND as close to home as possible,
- Have quality assurance in place to ensure consistent, effective and inclusive provision and practice
- Use data and intelligence to plan together to meet current and projected needs of children and young people.

4. Updating the plan

The school will also seek and follow the advice of the services such as other schools, the LEA, the Government and independent bodies to achieve best practice. The Governing Body will review this Strategy on an annual basis in conjunction with the Equality Policy.

Accessibility Action Plan

Appendix 1. Action plan for Strand 1: Knowing our children and families well (an inclusive and person centred approach)

What do we do now?

- Castlewood Primary School prides itself on its culture of knowing our children and families well.
- We ensure that all our new parents are offered home visits prior to attending Castlewood and we liaise with our feeder nursery settings so that we can engage with our new intake’s current key workers, finding out about the children’s needs prior to them joining us in Reception.
- We actively promote trial visits for any pupil transferring in-year and ensure that we talk to previous schools to aid all pupils’ transition to our school.
- Class teachers have time to provide transition meetings at the end of the summer term and time is also provided in Staff Meetings to check in with the previous teacher once they have had their first month in their new class.
- We have an open door policy for all our families and actively encourage our parents to share information so that we can support and help them.
- All our Termly Support Plans and SEND One Page Profiles have both child and parental voice as part of the regular overview.
- We celebrate successes both in and out of school in our weekly newsletters, which links with our mission of developing the whole-child.

- We ensure that there is a high level of pupil voice in the school through a range of student led roles i.e. Student leadership, House system, Eco Warriors, eSafety team as well as ensuring that we conduct pupil voice interviews across the whole curriculum.

ACTION 2024-26

WE WILL CONTINUE TO ENSURE THAT WE MAINTAIN THE HIGH LEVEL OF KNOWLEDGE THAT WE HAVE ABOUT EACH PUPIL AND FAMILY IN OUR SCHOOL.

Appendix 2. Action plan for Strand 2:

Meeting the needs of our children and young people through our schools, educational settings and services

What do we do now?

- There are adaptations for all our pupils across the whole curriculum with reference to the NASEN documents: Teacher Handbook: SEND Embedding Inclusive Practice.
- Subject leaders all have advice and support to give to staff regarding any adaptation that could be of use for the QFT in the classroom.
- Range of resources and interventions available in our school to support children with additional needs in our school – e.g. sensory room, sensory circuits, Lego Club, ELSA, nurture space and other pastoral support.
- CPD for staff both in-house and from other agencies
- High level of staff trained in supporting mental health and pupil wellbeing
- Liaison with external agencies – e.g. Diabetes nurses, Virtual School, APC outreach, Child Bereavement, Early Help worker at Parent Consultation evenings
- Staff trained by external agencies - OT, SALT, LBAT
- Regularly hold Team Around the Family meetings and have half-termly EHP review meetings
- Have an increasing knowledge of the range of support available and how to access it for our pupils and families including newly set up organisations e.g. TAC access.
- Termly Support Plans, Class Provision Maps, Plan/Do/Assess/Review cycle for all interventions to measure impact
- Continue to review and evaluate our accessibility for disabled students to ensure that our school and activities are as inclusive as possible. E.g. ramps, range of SEND support resources (scissors, wobble cushions, writing slopes)

ACTION 2024-26: WE WILL CONTINUE TO INCREASE THE RANGE OF TRAINING AVAILABLE FOR ALL OUR STAFF TO REFLECT THE NEEDS OF OUR CURRENT FAMILIES AND COHORTS.

Appendix 3. Action plan for Strand 3: Working together towards solutions (collective responsibility)

What do we do now?

- Good liaison with all external agencies –e.g. hospital, school nurses, LBAT,
- Transition with up to five secondary schools every year
- Transition with up to 16 nurseries into our Reception class
- Work with many external support agencies –Social care, Early Help, APC outreach, IPT, specialist provision
- Signpost help to parents as necessary regarding a range of support
- Range of resources and interventions available in our school to support children with additional needs in our school – e.g. sensory room, sensory circuits, Lego Club, ELSA,
- TAF and TAC meetings for families and link with our work with EHP
- Monthly meetings with West Horsham Heads network to look at how we can use our experience and resources to help all the children in our locality.
- Curriculum lead networks to share good practice, resources and pedagogy – Maths, Computing, English, SEND, EYFS, and Science
- Host training sessions for networks and LA.
- Host EYFS transitional events for all local schools and nurseries in summer term.

ACTION 2024-26: WE WILL CONTINUE TO LOOK INTO MORE POSSIBILITIES TO WORK TOGETHER WITH A RANGE OF PARTNERS TO IMPROVE THE EDUCATIONAL EXPERIENCE FOR OUR PUPILS AND FAMILIES