



**Castle View Academy**  
The best in everyone™

# **Accessibility Policy**

Responsibility: Assistant Principal - SENCO

Review Schedule: Annual

Reviewed: September 2025

Next Review: September 2026

### Introduction

The SEN and Disability Act 2001 and SEN Code of Practice 2014 extended the Disability Discrimination Act 1995 (DDA) to cover education. The DDA was replaced by the Equality Act 2010. Schedule 10 of the Equality Act sets out a requirement to write an Accessibility Strategy. The Governing Body have three key duties regarding students with disabilities:

- not to treat disabled students less favourably for a reason related to their disability.
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- to plan to increase access to education for disabled pupils.

The Equality Act 2010, and Public sector equality duty 2011 (section 149 of the Equality Act 2010), requires schools to be proactive in promoting equality of opportunity and eliminating discrimination.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the following three areas:

- increasing the extent to which disabled students can participate in the school curriculum.
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

### Scope

Outlined for this strategy and our actions as a school, disability is defined by the Equality Act 2010 as follows:

**‘A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.’**

Disability covers in its broadest sense.

- Physical impairments
- Mental impairments
- Sensory impairments
- Learning difficulties

Castle View Academy also recognises the protected characteristics of the Public sector equality duty 2011. They are age, disability, race, sex, sexual orientation, gender reassignment, religion or belief, pregnancy or maternity, and marriage or civil partnership.

The principles in this strategy apply to all aspects of the education that Castle View Academy provides. It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary. The school will use an access audit to identify priorities and develop an action plan showing how the identified priorities will be addressed.

The strategy should be read along with the Equalities Statement, its annual review, and the SEND Policy and consequent evaluation statements.

### Aims

At Castle View Academy we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Castle View Academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of students. This means that equality of opportunity must be a reality for our children:

- girls and boys.
- minority ethnic and faith groups.
- children who need support to learn English as an additional language.
- children with special educational needs.
- gifted and talented students.
- children who are vulnerable.

Our accessibility plan aims to ensure that:

- the school draws on the expertise of external agencies to provide specialist advice and support.
- the SENCO has an overview of the needs of disabled students.
- there are high expectations for what disabled pupils can achieve.
- there is appropriate deployment and training of learning support staff.
- successful practice is shared within the school.
- the school works with outside agencies and feeder schools.
- disabled pupils have access to extra-curricular activities.

We take advice on support for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

### Access to the Curriculum

Where possible all students will follow the mainstream curriculum for their age and key stage. If necessary, adjustments will be made for the best interests of the student with consultation from parents/carers, the pastoral and inclusion team. The curriculum will provide students with the skills and knowledge to prepare for adulthood and independent living. The curriculum includes lessons within the school site but also participation in after school clubs and additional school visits and activities.

Our rooms need to be safe and facilitate mobility and accessibility. Staff will be flexible enough to adapt teaching approaches to enable students with disabilities to learn effectively in their classroom.

All staff will have **high expectations** of all students and encourage them to succeed in all aspects of school life. In addition will challenge negative attitudes of students.

### Responsibilities

#### *Governors*

The Governing Body monitor and review the SEND policy and the Accessibility Plan on a regular basis. They ensure the school's inclusion of students with disabilities meets all aspects of the law.

#### *The Academy Leadership Team*

The Principal and other members of the Academy Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010. This will include:

- ensuring the school responds to the permanent and temporary needs of students.
- that recruitment of staff and support for staff is fair and objective and in line with the principles in our equalities statement.
- that admissions are conducted fairly and based on the principles and details of the Admissions Policy.

#### *SENCO*

That the SEND Policy is reviewed regularly and meets the needs of young people. Staff get the advice and guidance they need to meet students' needs. Accurate records are kept of students' needs, including the needs of students who are applying/transferring to the school so that we can assess how we are going to meet these needs.

#### *All Staff*

It is the duty of all staff and everyone working in the school to implement the policies, respond to support and advice from the SENCO and continue to develop inclusive practices.

#### *Site Manager*

The Site Manager is responsible for implementing the aspects of the plan described and making sure that accessibility arrangements are maintained.

#### *Complaints*

Parents and staff have access to the school's Complaints Procedures should they wish to raise a concern about our accessibility arrangements. Students may go through their tutors or through the Student Council to raise issues. The Principal is responsible for ensuring these concerns are addressed in line with the procedure.

### Monitoring and Review:

Governors will review this strategy as often as is necessary but no less frequently than once every three years. The annual review of progress against our equality objectives may have a bearing on this strategy and plan and cause more frequent review.

### Links

<https://www.gov.uk/guidance/equality-act-2010-guidance>

<https://www.gov.uk/government/publications/public-sector-equality-duty-guidance-for-public-authorities/public-sector-equality-duty-guidance-for-public-authorities>