



Castle View Enterprise Academy

Accessibility Plan

Author's Name	G. Barwell
Review Date	Academic Year 2019/20

Date Ratified by Governing Body	5 th July 2019
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SIGNATURES:

Principal	J. S. Bridges
Chair of Governors	H. Mottram

Vision Statement

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10, relating to Disability, of the [Equality Act 2010](#). The Definition of disability under the Equality Act 2010:

“You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”

Castle View Enterprise Academy are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers, visitors and members of the local community 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 culture of awareness, tolerance and inclusion, within both the Academy and the wider community. The strategies and relevant areas for action within this accessibility plan, reflects the core values of Castle View Enterprise Academy:

- **Dignity** - We treat each other with dignity and recognise the worth in all of us.
- **Leadership** - We develop the leadership and entrepreneurial skills to lead ourselves and those around us in all types of situations.
- **Accountability** - We must always accept the responsibility for the things that we do, say and take part in.
- **Trust** - We can be trusted to be honest, truthful and open, treating each other fairly and with mutual respect.
- **Care** - We demonstrate care, compassion and commitment to ensure that all staff and students feel safe, valued and loved, enabling the academy to be free from bullying, violence and aggression.
- **Inclusive** - We recognise each person as a unique individual, treating them with respect and a sense of worth at all times.
- **Positivity** - We believe that a positive change is possible for all and seek to maintain a hopeful attitude that does not give up. We have a positive approach and a can do mentality.
- **Determination** - We are determined to work hard to ensure that we achieve our personal best even in times of difficulty. We set ourselves high standards, seek quality and learn from our mistakes in an open and honest way.

At Castle View Enterprise Academy, we aim to offer equal learning opportunities to all students taking into account their needs and abilities. In doing so we:

- Aim to offer students the opportunity to access learning resources across and beyond the curriculum by ensuring that they have strategies to cope with those resources and that those resources are accessible to all
- Aim to ensure that a variety of teaching and learning styles and opportunities are available across the curriculum to ensure appropriate access for all
- Aim to provide appropriate intervention strategies in order to ensure that all students reach their full potential
- Aim to promote effective partnerships and other professionals
- Aim to meet the Children’s and Families Act and Keeping Children Safe in Education September 2016.

The Accessibility Plan contains relevant strategies and actions as to how the Academy intends to:

- 1. Increase access to the curriculum for pupils with a disability and/or English as a second language**
 - Increase access to the curriculum for pupils with a disability and/or English as a second language, 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 Academy such as participation in after-school clubs, leisure and cultural activities or educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
- 2. Improve access to the physical environment**
 - Improve and maintain access to the physical environment of the Academy and the adjoining sports centre, adding specialist features as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
 - The action plan for physical accessibility relates to the Access Audit of the Academy which is undertaken annually – *see separate section of this document entitled Site Access Audit of the Academy*. If there are any resultant actions from this audit, which are not feasible to be carried out during this year, then these will need to roll forward into subsequent accessibility plans. The audit will need to be re-visited each year, in line with the review of the Accessibility Plan in order to inform the development of the new plan
- 3. Improve the delivery of written information to all stakeholders with a disability, which is readily accessible to pupils without a disability**
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents/carers and visitors with disabilities including English as a second language. Examples might include hand-outs, timetables, textbooks and information about the Academy and Academy events. The information should be made available in various preferred formats within a reasonable time frame.
 - There are already a number of examples where the Academy has provided adjustments to allow written information to be available to all stakeholders. For example, we provide areas of services such as signers and interpreters, translator tools for our pupils with English as a second language, text message communication. Translators are available for SEN reviews and other school meetings, occasions and events, where required.
- 4. Improve the access to Pastoral Support for all stakeholders with a disability**
 - Pastoral Support for pupils within the Academy, is provided by the Heads of Year, and supported by the Student Welfare offices for each year group. Please see the Staff section of the Academy website to identify the Heads of Year and Student Welfare Offices
 - Any additional support requirements for pupils, with Special Educational Needs should be directed to Miss Hornsby, SENCO
 - For any enrichment support or opportunities, these requirements should be directed to Emma McDermott, Assistant Vice Principal.
- 5. Improve the access to the required support services for families who are impacted by a disability**
 - Parents/Carers, Members of the community, who have responsibility for a pupil with a disability, can all be affected in some way. At Castle View Enterprise Academy, we aim to support the needs of those people as well as engaging in partnerships with the local community, to promote accessibility. For more information, please direct your enquiry to Miss Hornsby.
- 6. Arrangements for the admission of pupils with disabilities**

- Transition into Castle View Enterprise Academy is very carefully planned from Year 6 onwards. Students with SEND are offered additional visits to CVEA including one to one as part of their planned induction. The SENCO is also invited to any relevant meetings or reviews during Year 6 so that support plans can be developed prior to induction
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The strategies and action plans for points 1, 3 and 6 are covered in, and supported by the following Academy Policies and documents – please refer to these documents for further details:

- Special Educational Needs and Disability Policy, (and also a SEND Information Report)
- Single Equality Policy,
- Supporting Students with Medical Conditions,
- Health & Safety Policy.

Information about our Accessibility Plan will be made available on our website - but may be requested as a written copy - so that it can be shared with staff, parents/carers and visitors. The Academy's Complaints Procedure and Policy covers this Accessibility Plan.

The Governing Body of the Academy are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Accessibility Plan will be reviewed on an annual basis or in the instance of applicable legislation changes. Safeguarding audits and Health and Safety audits will also contribute to the reviewing of this Accessibility Plan.

The Buildings and facilities at Castle View Enterprise Academy are fully Disability Discrimination Act (DDA) compliant.

Site Access Audit of the Academy

The Site Access Audit was carried out by the Facilities Team in June 2019. The outcome, along with any resultant actions – to form an ongoing Action plan – are displayed in the table below.

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys	Two Stories which are fully accessible	None		
Corridor Access	To all levels	None		
Lifts	One Fully Maintained Lift serves both stories	None		
Parking Bays	Total of 6 Disabled Parking Spaces	None		
Entrances	All entrances are level and wheelchair accessible	None		
Ramps	A number of ramps on site to provide alternative access: <ul style="list-style-type: none"> • Exit from the Community Wing Classroom • Internal access from the Sports Centre reception to the Community Wing • Between the two floors in the Community Wing 	None		
Toilets	There are seven wheelchair accessible toilets, within the Academy across both stories. There are two wheelchair accessible toilets in the Sports Centre There are alarms in each of these toilets in case of emergencies.	None		
Academy Reception Area	Fully Wheelchair accessible. There is the option of alternative seating upon request. Main Entrance Doors to Reception are automated and do not require any manual intervention by wheelchair users	None		
Sports Centre Reception Area	Push Buttons for Door Opening are in place for both sets of doors at a wheelchair accessible height for entrance to/exit of the sports centre	None		

Internal Signage	All signage is clearly displayed and visible throughout the Academy and Sports Centre	None		
Emergency escape routes	All routes accessible with evacuation chairs in stairwells. Staff are trained in the use of evacuation chairs and PEEPs (Personal Emergency Egress Plan) are prepared	Additional Staff Renewals and new staff identified to be arranged	G. Barwell	September 2019
Disabled Changing Facilities Inc. Shower	Separate areas in both the Academy and the Sports Centre for Disabled Access changing and showering. There are alarms in each of these areas in case of emergencies.	None		
Disabled Lifts/Hoists in Wet Room	Present in the Disabled Changing Facilities within the Academy e.g. to support pupils getting changed, access in and out of wheelchair			
Pool hoist (CVCF)	There are trained staff that can use this equipment to help disabled users of the pool in and out of the water.	New staff have joined since last round of training. Additional sessions to be arranged to cover them	Training Assessors / G. Barwell	September 2019
Disabled Access Cooking Stations	The food technology rooms have a limited number of cooking stations which allow for wheelchair users	None		
Sports Pitch Access	Access to the sports pitches is all level hard standing ground which provides access for wheelchair users	None		
Classroom Tables – Disabled Access	Alternative tables are available throughout the Academy in classrooms which provide height level access for wheelchair users	None		
Internal Door Access	All of the doorways within the Academy and the Sports Centre are wide enough for wheelchair access	None		