Accessibility Policy and Site Access Audit

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SIGNATURES:

Principal	*Mrs J.Owens*
Chair of Governors	*Mrs H.Mottram*

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Appendix 1: Accessibility audit

1. Aims

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 a 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:

- **Ambition-** We aim high to achieve our personal best.
- **Determination-** We work hard and stay focused.
- **Respect-** We treat ourselves and others with kindness and consideration.
- **Responsibility-** We take ownership of our actions and make positive choices.

At Castle View Enterprise Academy, we aim to offer equal learning opportunities to all students considering 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 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 2014 and Keeping Children Safe in Education September 2026.

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 Sport / Community 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 a 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 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, or English as a second language. Examples might include handouts, timetables, textbooks, and information about the Academy and Academy events. The information should be made available in variouspreferred formats within a reasonable time frame.
    - There are already several examples where the Academy has provided adjustments to allow written information to be available to all stakeholders. For example, we provide services such as signers and interpreters and translator tools for our pupils with English as a second language, as well as , text message communication for all. 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 Pastoral Team for each year group. Please see the Staff Section of the Academy website to identify the Heads of Year and Pastoral Teams.

   - Any additional support requirements for pupils with Special Educational Needs should be directed to Ms A. Payne, SENCo/Vice Principal.
   - For any enrichment support or opportunities, these requirements should be directed to Mr R. Thomas (Director of Subject – PE)

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 engage in partnerships with the local community, to promote accessibility. For more information, please direct your enquiry to Ms A. Payne, Vice Principal.
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

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, 2026 (and a SEND Information Report)
- Equality Policy, 2026
- Supporting Students with Medical Conditions, 2026
- Health & Safety Policy, 2026

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 cover this Accessibility Plan.

The Governing Body of the Academy is accountable for ensuring the implementation, review and reporting 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 legislative 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 September 2026. 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 levels	Two levels which are fully accessible	None		
Corridor Access	To all levels	None		
Lifts	One fully maintained lift serves both levels	None		
Parking Bays	Total of 6 accessible parking spaces	None		
Entrances	All entrances are level and wheelchair accessible	None		
Ramps	Several ramps on site to provide alternative access: • Exit from the Community Wing Classroom • Between the two floors in the Community Centre	None		
Toilets	There are seven wheelchair accessible toilets within the Academy across both floors. There are two wheelchair accessible toilets in the Community Centre There are alarms in each of these toilets in case of emergency.	None		
Academy Reception Area	Fully wheelchair accessible. There is an option for alternative seating upon request. Main Entrance Doors to Reception are automated and do not require any manual intervention by wheelchair users	None		
Community Centre ReceptionArea	Push buttons for door opening are in place for both sets of doors at a wheelchair accessible height for entrance to/exit of the Community Centre	None		
Internal Signage	All signage is clearly displayed and visible throughout the Academy and Community Centre	More directional signage to be installed	D. Purvis	September 2027

Emergency escape routes	All routes are accessible with evacuation chairs in stairwells. 8 Staff are trained in the use of evacuation chairs and PEEPs (Personal Emergency Egress Plan) are prepared	None		
Accessible Changing Facilities Inc. Shower	Separate areas in both the Academy and the Community Centre for accessible change and showering. There are alarms in each of these areas in case of emergencies.	None		
Accessible Lifts/Hoists in Wet Room	Present in the accessible changing facilities within the Academy e.g. to support pupils getting changed, access in and out of wheelchair			
Pool hoist (CVCFC)	A new pool hoist that is regulatory compliant has been installed. All staff using the pool have been trained in the safe usage of the pool hoist.	None		
Accessible 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 – Accessibility	Adjustable height tables are available throughout the Academy in classrooms which provide height level access for wheelchair users	None		
Internal Door Access	All the doorways within the Academy and the Community Centre are wide enough for wheelchair access	None		