

CASTLE SCHOOL

Disability Access Plan

The aim of this plan is to set out how Castle School intends to increase the accessibility of all activities and facilities to disabled pupils over time.

Definition of Disability

1. “Disability”. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities. The Disability Discrimination Act 1995 (DDA) uses a broad definition of these to cover all activities that occur in a school.
2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives. This includes students linked with CAMHs (Child and Adolescents Mental Health.)
3. To promote the disability equality scheme within school.

This document is divided into 3 sections:

Section 1: An audit of the present position.

Section 2: Identification of the key points specifically appropriate for Castle School.

Section 3: The action plan.

Self-Audit – Accessibility

Castle School currently has pupils with the following difficulties: dyslexia, aspergers syndrome and dyspraxia. This audit is based on what applies to these pupils currently and what will apply as future needs change.

Curriculum:	Management commitment to implement	Yes	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.		*	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	*		
Are your classrooms optimally organised for disabled pupils?	*		
Do lessons provide opportunities for all pupils to achieve?		*	
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?		*	
Are all pupils encouraged to take part in music, drama and physical activities?		*	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	*		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		*	

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	*		
Do you provide access to computer technology appropriate for students with disabilities?	*		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		*	
Are there high expectations of all pupils?		*	
Do staff seek to remove all barriers to learning and participation?		*	
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		*	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?	*		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		*	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	*		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			*

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			*
Are areas to which pupils should have access well lit?		*	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?	*		
Is furniture and equipment selected, adjusted and located appropriately?	*		
Access to the written word			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	*		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?		*	
Do you have the facilities such as ICT to produce written information in different formats?		*	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	*		

Main points in our plan:

Access to the curriculum:

- The overriding principle is to provide full curricular access to all students who attend Castle School.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments would be made to the curriculum and teaching methods
- Individual subject areas will work with the Special Educational Needs Co Ordinator to identify possible areas within their subject where pupils could experience difficulties.
- Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of pupils
- All staff should feel confident in their ability to deal appropriately with every student. They should be able to identify when a child is not suited to an activity, and have an alternative available.

Access to the physical environment

- Within the context of the Castle School site, consideration will be given as to whether making alterations would be viable, feasible, realistic and logical. If a risk assessment were to be undertaken, relating to a student with a disability, subject staff should implement the recommendations within their own teaching environment.

Access to written information:

- Students who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be transmitted to the Special Needs Co Ordinator, who would become responsible for distribution to the school staff.
- The Special Needs Co Ordinator will ensure that individual requirements for enhanced scripts are available for any given pupil.
- Students needing enhanced print should not be sent to collect their own version of a worksheet, which should have been prepared in advance of the lesson.
- Staff must ensure that the specific needs of every pupil has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate

- The use of OHPs, projectors and TVs must be considered in the context of students disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. Regular assessments should be made of the impact of using a technology with a class where a disabled student is working.

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Action Plan for improving accessibility 2009 - 2013

Target	Tasks	TIMESCALE	Responsible staff	Success criteria
Access to the curriculum				
Information about pupils accessibility	System set up by SENCO to collate and distribute information regarding pupils with identified disabilities	Sept 2013 Implemented Dyspraxia Dylesxia Aspergers Pupil Educational Plans distributed appropriately	LL	Information available for staff
Barriers within subjects	Identify if barriers exist and ensure that we have identified necessary actions	Sept 2013 Ongoing	Subject Teachers	School curriculum contains elements to tackle specific issues related to disability
Student Individual Education Plans.	All pupils with identified disability to have their support reviewed by the SENCO	Sept 2013 Individual Education Plans completed annually	LL	Review of IEPs to have been undertaken, and any recommendations available to be discussed

Links with external agencies	Develop links with external agencies who work with disabled students	Sept 2013 Annual Review	LL	Increased awareness of what each external agency can do to support out students
Increased staff awareness	Empower staff to deal with students appropriately	Sept 2013 Ongoing	HH LL	Staff are confident with their ability to teach identified students effectively. Look at training needs.
Review provision within music, drama and PE	Ensure these subjects provide access for identified students, where possible	Sept 2013 Implemented within Curriculum	HH LL SJ	Areas of difficulty identified for inclusion in action plan
Trips	Review accessibility for identified students on trips	Sept 2013 Reviewed		Procedures reviewed for planning trips to ensure accessibility issues considered