



CASTLE PARK SCHOOL

Learning For Life

POLICY FOR ACCESSIBILITY

REVIEWED: 16TH February 2017

SIGNED

(Chair Of Premises Committee)

Accessibility Plan 2017-2020

1. This Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school for the period from Spring Term 2017 to Spring Term 2020.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their physical, sensory, social, spiritual, religious, emotional and cultural needs. We are committed to challenging negative attitudes about disability and to developing a culture of awareness, tolerance and inclusion.
3. The Castle Park School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are the able-bodied pupils. Where a school fails to do this they are in breach of the Disability Discrimination Act (DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, resources and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. The following action plans relating to these key aspects of accessibility are attached:
 - Improving the Curriculum Access
 - Improving the delivery of Written Information
 - Improving the Physical Access at Castle Park School

These plans will be reviewed and adjusted on a 3 year basis.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - School Improvement Plan
 - Termly Action Plan
 - Equal Opportunities
 - Staff Development
 - Health & Safety (including off-site safety)
 - Special Educational Needs and Disability Policy

- Behaviour Policy
- Vision Statement

7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the Premises Governors committee. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

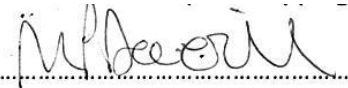
8. As curriculum policies are reviewed, a section relating to access will be added. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

9. The School's complaints procedure covers the Accessibility Plan.

10. Information about our Accessibility Plan will be published on the school website.

11. The Plan will be monitored through the Curriculum and Behaviour Committee and the Premises and Health and Safety Committee.

12. The school will work in partnership with the external agencies in developing and implementing this plan.

Signed  (Chair of Premises Committee)

Date 8.6.17

Improving the Curriculum Access

Castle Park School Accessibility Plan 2017 - 2020

Improving the Curriculum Access at Castle Park School

Term / Ref.	Objective	Strategy	Implementation	Timescale and Cost	Goal Achieved
1.1	Training for teachers on differentiating the curriculum	Combination of CPD for specific staff tailored to their role in addition to general awareness raising.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	£400 from special needs budget	Increase in access to the National Curriculum
1.2	Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available. Focus on types of disability new to the school.	Annually – in advance of a child moving to a new phase.	Staff have an awareness of a range of special needs
1.3	All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation. Assess venues prior final bookings	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	NA	Increase in access to all school activities for all disabled pupils
1.4	Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Cost is usually met by LA	Increase in access to the National Curriculum
1.5	Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access		Society will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information

Castle Park School Accessibility Plan 2017-2020

Improving the Delivery of Written Information at Castle Park School

Term / Ref.	Objective	Strategy	Implementation	Timescale and Cost	Goal Achieved
1.1	Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes		Delivery of information to disabled pupils improved
1.2	Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all		Delivery of school information to parents and the local community improved
1.3	Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all		Delivery of school information to pupils & parents with visual difficulties improved.
1.4	Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised		School is more effective in meeting the needs of pupils

Improving the Physical Access at Castle Park School

Castle Park School Accessibility Plan 2017-2020

Improving the Physical Access at School

Term / Ref.	Objective	Strategy	Implementation	Timescale and Cost	Goal Achieved
Short Term					
1.1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting		School complies with requirements of DDA and Code of Practice
1.2	Complete school accessibility audit	Carry out audit using LA support documents if accessible	Following evaluation of audit outcomes seek specialist advice on options		Audit complete and further actions identified
1.3	Improve independence of visually impaired pupil to access classroom.	Provide ribbed carpet strips and hand rails to stairs internally. Hand rails to external steps.			Child left CPS
Medium Term					
2.1	Improve access to all ground floor teaching areas	Ramped access to KS1 classroom for potential extended service provision	Planned use of devolved capital allocation, as part of planned refurbishment	By September 2020	All teaching areas accessible
2.2	Create accessible toilet in KS1	Create new toilet area in classroom to include separate uni-sex accessible toilet	Devolved capital. Include in development plan for extended service provision	By September 2020	Accessible toilets available in both school buildings
Long Term					
3.1	All future redecoration to consider suitable contrasting colours	Seek advice from SENCo on colours	As part of the routine maintenance schedule	As redecoration scheduled	Colour schemes that support teaching, learning and behaviour.
3.2	The school will take account of the needs	Consideration of the following: improved	As part of the routine maintenance	As any building works	All new works in school to

	of pupils and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises	access, lighting, acoustic treatment and more accessible facilities and fittings.	schedule	scheduled	improve accessibility for all.
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