

Castledon School and College's Accessibility Plan

3-year period covered by the plan : Oct 2015 – Sept 2018

Introduction

In accordance with the Equality Act 2010, Schedule 10, this plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the following three areas:

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

The schools mission statement is as follows:

People at Castledon School and College help me to:

Be Everything I Can Be

Feel safe

Say what I feel

Feel good about myself

Have fun

Learn

At Castledon School I will be treated:

Fairly

With Respect

With Understanding

As a school where every pupil has a statement we believe in tailoring our teaching and learning to reflect the needs of the individual as much as is possible. All staff are aware of the needs of the pupils and provide an inclusive environment. The premises are continually assessed for suitability for our school population. The SEF, SIP and all policies highlight the need for the school to constantly access the needs of our young people and train our staff accordingly.

1B: Information from pupil data and school audit

Our school and college is for pupils aged 4 to 19 who have a statement for Moderate learning difficulties and additional needs. We have pupils on roll with needs including ; Autistic Spectrum Condition, SEMH, SLD, Speech, Language and communication difficulties, physical difficulties, visual impairment and hearing impairments.

The organisation of the school and college reflects the needs of all our pupils. Attendance is monitored taking into account individual needs. Exclusions also bear in mind the needs of the individual and the whole school and college communities. The curriculum is designed to give flexibility and allow for creativity. All teachers are aware of the need for the use of visual, auditory and kinaesthetic styles within the learning environment. Length of lessons takes account of the need for many of our pupils to have time to process information and to learn using a variety of techniques. Our curriculum teaches a lot of life skills and uses the school and local environment to learn these skills.

School trips include all pupils wherever possible and include a risk assessment which considers individual pupils needs.

Learning is supported by appropriate technologies to aid communication and ICT. We have good links with Occupational Therapists, Speech Therapists and other agencies to ensure our pupils get the necessary support, not only within the school but also at home.

Staffing is linked to the needs of our pupil population. This includes training staff in administering specific medication to pupils.

Information is made accessible to parents verbally in annual reviews and parent evenings.

Written information goes home on a regular basis and some parents receive emails, therefore allowing them to use appropriate tools to help them access the information.

All areas of the school are accessible to the whole school population at the moment with equipment available to support where needed.

All staff monitor and moderate pupils achievements throughout the academic year – the School Improvement Plan addresses the next steps for the school and links very closely to training/ support that staff require.

2. The main priorities in the school and college's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Our curriculum development has been in liaison with staff, pupils and parents. The curriculum development, staff training and time for staff to moderate core subjects is in line with the school development plan and updated regularly. Each academic year Castledon:

- focus on chosen areas of the curriculum;
- plan in line with the life of the school's accessibility plan;
- coordinate with the priorities in the school improvement plan;
- draw on the expertise of external partners, for example: speech and language specialists, educational psychologists;
- use ICT.

Key elements in a successful planned approach include:

- a focus on medium term planning, at the level of schemes of work;
- a clear assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels;
- high expectations;
- appropriate deployment of learning support;

- pupil grouping.
- has access to specialist advice and support for pupils with visual impairments

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

See action plan that follows for areas of the physical environment to be adapted/ changed over time

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The delivery of lessons takes into account the need for a variety of learning styles, the pupils IEP's and curriculum targets. Lessons also take into account any other needs that a pupil may have. As a whole school we encourage the use of makaton for signing, widgeo PECS and other visual prompts for visual support/ symbols around the school and ICT for communication eg Go Talks, Clicker 6 and Communicate in Print. We strive to stay abreast of current technologies. Print is enlarged where necessary and pupils can type work using a piece of software that speaks the typed work.

3: Making it happen

3A: Management, coordination and implementation

SLT evaluate the plan annually and then present to Governors. The school also looks at asset management plans and health and safety plans to ensure consistency between these areas.

3B: Getting hold of the school's plan

The plan is to be available for any parent on request.

Action	Person Responsible	Completed By
Additional signage to help with orientation – direction signs to fire exits/reception, signs for hall, directions to upper/lower school & possible whole site plan indicating classes, toilets ect.	JT/PF	Partial completion – hall signage NB Sept 2016
Quadrangle – when updated to use need ramp from hall	PF	
Consider introducing an induction loop into the Hall PA system & Reception area	JT	
Paint toilet cubicles & walls a contrasting colour to sanitary ware	PF/CD	
Hand towel in disabled toilet to be moved so that it is within reach of someone seated on the WC	PF/CD	CD Sept 2017
Ensure all hearing impaired pupils, and staff have a buddy in case of fire	JT	
Threshold to ramps for demountables to be clearly marked in yellow	PF/CD	PF/CD Sept 2016
SLT to ensure liaison with OT where needed – SMT	SMT	

member of staff for each pupils Annual Review to oversee this SLT		
Ramps for external doors where needed eg ICT, red,	PF/CD	PF Sept 2016