Castlewood School

Accessibility Policy

Date of review: January 2022

Agreed by:

Headteacher

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Comments from the person conducting the review:
- Policy transferred to the Trust policy format
- Policy is legally compliant in relation to changes in the law and guidance
- Updated to include information about accessibility of the school buildings and the website.

Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002 and the guidance issued in 2006.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Principles

Compliance with the DDA is consistent with the school's ethos, Equal Opportunities Policy, Inclusion Policy, Single Equality Scheme, Disability Policy and the operation of the school's Special Educational Needs and Disability (SEND) Policy;
The school recognises its duty under the DDA (as amended by the SENDA):
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002, revised in 2004);
- The school recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principals in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
    - ✓ Setting suitable learning challenges
    - ✓ Responding to pupils' diverse learning needs
    - ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Access to the Curriculum

Castlewood School will continue to seek and follow advice from external agencies such as the Specialist Inclusion Support (SISS), Educational Psychology Services and private therapists employed directly by the school.

Through the Annual Review cycle, including the monitoring of Education Health Care Plans (EHCP's), and reviewing progress against sections E & F, the school aims to ensure that the individual needs of each pupil are met by developing and accessing appropriate provision.

Physical Access

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The school will able be aware of parents and carers that have literacy difficulties and will endeavour to ensure that they are telephoned to share letters and reports that are sent home. Parents and carers that may require support with the completion of forms will be invited to complete them at school with the sensitive support of a member of staff. Castlewood School is committed to avoiding unnecessary and complicated jargon in written communications and is working on adding reading software and audible clips on the website.

This policy should be read alongside:
Health and Safety Policy
Special Educational Needs and Disability Policy