



Chetwynd End, Newport, Shropshire TF10 7JE  
 admin@castlehouseschool.co.uk  
 Headteacher: Mr Ian Sterling

Telephone 01952 567600  
 www.castlehouseschool.co.uk  
 Registered Charity No. 510515

## A15ii Disability Access Plan

| Actions                   | Date / details                         | By whom   |
|---------------------------|--|-----------|
| Date originally published | March 2018                             | IS        |
| Adopted by Governors      | March 2018                             | Governors |
| Amendments                | July 2020 – checked and updated        | IS        |
| Adopted by Governors      | Aug 2020                               | Governors |
| Amendments                | Aug 2021 – checked and updated         | IS        |
| Adopted by Governors      | Aug 2021                               | Governors |
| <b>Review Date</b>        | <b>July 2022 or before as required</b> |           |

*This policy is applicable to all pupils, including those in the EYFS (Nursery and Kindergarten).* **(linked to Inclusion Policy A2ii, A15 and A15i.)**

This document has been created to ensure Castle House School complies with the Equality Act (2010) and the Special Educational Needs and Disability Act (SENDA 2001)

### Introduction

The school aims to offer the highest quality of teaching, learning and support to all pupils in the pursuit of excellence both academically and personally. We value the diversity of our school community and work towards ensuring every pupil can access the whole school curriculum. The school recognises its obligations and will undertake any reasonable steps to avoid putting any pupil at a disadvantage. This document complements and supports the school admissions policy and procedures.

This document will be regularly reviewed by school leaders and governors to ensure its status and actions continue to meet the needs of all school stakeholders. The school recognises the need to create an accessible curriculum for all pupils and will make reasonable adjustments to facilitate this aim. The school also recognises the historic nature of the buildings (many of which have listed status) and will ensure the site remains fit for purpose. Where opportunities present themselves, modifications will incorporate improved physical access, complying with latest planning and building regulations whilst being sympathetic to the historic character of the site. This background may guide the school to accommodate pupils with physical accessibility limitations by utilising existing resources flexibly, initially, whilst longer term actions are implemented.

Any and all considerations have been made with reference to those involved, for example the coming employment of a new Admin assistant has been assisted through a clear analysis of need. Where children / parents are unable to access written word due to EAL it is agreed with the family to use Google Translate to modify text into the mother tongue. Where pupils have a physical need, alongside the general review of an EHCP, parents are consulted and accommodated on a case by case basis.

The table below indicates priority areas for the school: -

| Target Item | Current situation | Plan of Action Required | Required Resources | Target Date | Comments & Impact |
|-------------|-------------------|-------------------------|--------------------|-------------|-------------------|
|-------------|-------------------|-------------------------|--------------------|-------------|-------------------|

|   |   |   |  |  |   |
|---|---|---|--|--|---|
| General access for anyone with mobility limitations or for wheelchair users within school | Portable ramp available. No access to upper floors. Access to playground, Cedars block, hall and all areas off main entrance areas is good.   | Regular check of portable ramp to be implemented. Door bottom seals and thresholds to be modified to improve smoothness.    | School leadership to delegate checks and door adjustments to Staff and monitor progress. | Completed  | Ongoing action already started.   |
| Ongoing yearly review of admissions and results of overall evaluation of pupils needs.    | Review completed 2021 with no other adjustments required other than already detailed for incoming SEN pupils  | Keep situation under review and adjust when required  | School leadership awareness  | Last review June 2022<br>Ongoing live monitoring.  | Ongoing action, part of yearly admissions cycle.  |
| Parking for disabled visitors   | All current parking at School is a challenge due to location. No easy fix to this without major construction and disruption. Flexible measures currently deployed.                    | Evaluate feasibility of creating a dedicated disabled parking space.  | Headteacher to delegate to Site maintenance staff  | Resolved – noted disabled member of staff with Blue Badge will be starting end of June 2022 – allocation will be made of a parking space immediately Infront of school entrance. | School currently creates a dedicated Blue badge holder parking space when required, by moving cars and segregating a temporary area in a staff spaces near to the main reception / Hall entrance. |
| Induction hearing loop  | Portable induction hearing loop available for deployment as required  | Deployed as required by pupil needs review (Item #2)<br>Yearly test of hearing loop system to be implemented                | To be delegated by School leadership   | Review as required   | Currently no children requiring induction loop  |
| Disabled Toilet provision.  | Currently school has ground floor toilets which are accessible to anyone with limited mobility within main school. One wheelchair accessible toilet is available within Cedars block. | Review pupil output of pupil needs review.<br><br>If required plan building modifications to make Staff toilets accessible. | To be delegated by School leadership as required.  | Completed – but mindful consideration given to any future development works.   | Building modification must be carefully planned within existing resources, to suit planning and building control regulations.   |
| Access to curriculum  | The school is continually adjusting timetable and facilities to ensure all pupils can access  | Continue to monitor pupils needs on entry and adjust provision to suit.   | Budget and support from IT contractors.  | Complete – review as required.   | Requires careful consideration each year to determine the extent of adjustments.  |

|  |  |  |   |   |   |
|--|--|--|---|---|---|
|  | whole curriculum. IT provision is distributed within many rooms.                                   | Continued expansion of Wi-Fi accessible mobile devices within school.  | £4000 recently spent on improving AV including class monitors and Ipads |   | Continued ongoing monitoring of teaching and learning outcomes to ensure pupils progress is secure.   |
| Make written information accessible to all | Currently written information is made available to all pupils in a range of languages and formats. | Continue to monitor pupils needs on entry and adjust provision to suit. Continue monitoring classroom situations to ensure pupils needs are met. | Ongoing classroom review. Translation services as required              | Completed for pupil with EAL – ongoing monitoring of admissions to react to any patterns. | Requires careful consideration each year to determine the extent of adjustments. IT infrastructure ensures varied pupil access to electronic documents. |

| Improving Curriculum Access Castle House School   |   |  |  |  |
|---|---|--|--|--|
| TARGET  | STRATEGY  | OUTCOME  | TIMELINE                                     | SUCCESS CRITERIA   |
| Planning of all out of school activities are completed in a method which allows for participation for the full range of children (particular focus on children with disabilities and allergies) | Individual Care Plan which enables pupils to go on all educational trips throughout the year.<br>EpiPen training for staff.<br>At start of each academic year / on pupil entry check how is allergy info initially sought/received, coordinated   | Out of school visits will be taken in inclusive environments where legislative requirements are in full compliance   | Complete                                     | 1) Increased access for all disabled children to school activities.<br>2) Health and Safety Inset for all staff completed by April 2018  |
| Develop staff INSET programme to ensure all staff and teaching assistants are able to identify and teach pupils with learning difficulties including children with dyslexia.                    | SENCO to attend BDA workshops.<br><br>SENCO to disseminate BDA inset to all teaching staff and Learning Support Specialists.<br><br>Work with support staff to implement BDA strategies.  | SENCO up to date regarding best practice.<br><br>Ensure all dyslexia pupils have ILP with relevant targets and planning includes recommendations (i.e not to copy too much from board, repeat instructions back and other important things learnt from BDA). | Complete – ongoing training                  | 1) British Dyslexic Association will have provided solid foundation for Staff training by SENCO.<br>2) All staff confident and competent in providing effectively for children with Dyslexia |
| Consider whether extra computers are needed to introduce touch typing programme to assist pupils with poor hand writing or co-ordination.   | SENCO to review current provision to see if there is a shortage in resources with regard to Hand-writing development.<br>If needed Touch-typing strategy to be implemented in school on going and introduced in Year 3.<br>Educational Psychologist recommendations and/or Occupational Therapist assessments to identify if a child would benefit from touch-typing. | Touch -typing sessions timetabled with ICT teacher and supported by Occupational Therapist.<br><br>Laptop cost £5000<br><br>IPADs with key boards to be available for pupils to practice touch-typing in class.  | Complete – purchase of 15 laptops March 2021 | 1) Touch-typing Club offered where relevant to the individual child  |