

# Access Plan Guidance & School Plan

## Castleside Primary School

### 1. Guidance

Under Part 4 of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) schools and Local Authorities (LAs) must not discriminate against disabled pupils, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage. Instead LA's must plan strategically to increase access to schools and the curriculum over time and schools are required to produce a written Access Plan giving details of how they intend to consider the three "key areas":

The Buildings  
The Curriculum  
Information

The Head Teacher and Governing Body could use their School Access Audit (if such an audit has been carried out) to produce a plan which can be a stand alone document or can be incorporated into their School Development plan. It should be made available to parents and it may also be inspected as part of the OFSTED Inspection

### 2. Ownership of the Plan

Inspection Framework for Schools.

The plan will be unique to your school and day to day management and operation will be a school based decision. The lead person(s) along with the SENCO should be clearly identified and involved from the start in any building or refurbishment projects in or around school.

In all capital projects it is important to think about children's special educational needs and disabilities right from the start (both current and likely future needs) placing them at the heart of all stages in the design process.

To support the design process the Access Audit (as shown on the database) could be used by the Governing Body and the Architect/Contractor as a reference tool to help plan all changes or improvements. It is also an important reference document to help the Governing Body focus upon priority areas that need to be included in their Access Plan.

### 3. Scope of the Plan

The intention is to cover all three planning duties:

#### 3.1 Improvements to the physical environment.

Under this planning duty the school will need to consider the physical environment and aids to access education. This will include things like;

lighting and paint schemes to help visually impaired children  
lifts and ramps to help physically impaired children  
carpeting and acoustic tiling of classrooms to help hearing impaired pupils

#### 3.2 Improving the way in which information is delivered

This is the requirement to ensure that all information normally provided by the school be it handouts, reports, timetables etc can be made more accessible by providing it in different formats, if required:

- in Braille
- in large print
- on audiotape
- using a symbol system

#### 3.3 Increased access to the curriculum

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. Adjustments that would help disabled children access the curriculum might include:

- changes to teaching and learning arrangements
- classroom organisation
- timetabling
- support from other pupils

These can all be considered and included in a planned programme of improvements over time, to meet current and future needs of users of the school buildings.

# Castleside School Access Plan

Ownership of the Plan

Lead Person responsible: Alison Spence

Date: February 2017

Role in School: Head Teacher

This plan was formulated by a working party of:

Alison Spence Head Teacher, Suzanne Hart Deputy Head Teacher, Denise Franklin  
SENCO, Governors

To be reviewed March 2018