



DISABILITY ACCESS PLAN

Cycle period: September 2015 – September 2018

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p>ACCESS TO CURRICULUM</p> <p>Ensure access to computer technology appropriate for pupils with disabilities.</p>	<p>ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities.</p> <p>School staff to update on available technology on a termly basis.</p>	<p>As required - unless needs of pupils in school require immediate action.</p>	<p>Up to £500 p.a.</p>	<p>All key leaders.</p>	<p>Governors.</p>	<p>Access to appropriate computer technology will be improved for all disabled pupils.</p>
<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<p>Incorporate Quality First Teaching into all planning.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties.</p> <p>Purchase of resources to increase student participation.</p>	<p>Ongoing.</p>	<p>Curriculum area plans</p> <p>SEN budget where appropriate</p>	<p>All staff.</p>	<p>S.L.T.</p> <p>Governors.</p>	<p>Improved access to curriculum for all pupils.</p>
<p>ACCESS TO CURRICULUM</p> <p>Prioritise student participation in school activities.</p>	<p>Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it.</p> <p>Ensure student activities are</p>	<p>Ongoing.</p>	<p>As requested per event</p>	<p>All Staff</p> <p>Head of PE</p> <p>SENCO</p>	<p>S.L.T.</p> <p>Governors.</p>	<p>Increased participation in school life for students with disabilities.</p>

	<p>accessible to all students.</p> <p>Participate in available PE competitions</p>					
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<p>Consider all policies in view of priorities.</p>	Ongoing.	n/a.	Governors.	Governors.	Access to all aspects of school life for all students.
<p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<p>Accessibility & clarity of signs around school.</p> <p>Awareness of independent access.</p> <p>Clear identification of room functions.</p>	Ongoing.		<p>S.L.T</p> <p>Governors.</p> <p>Caretaker</p>	Governors.	Access to school buildings and site improved.
<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints.</p> <p>Identify needs & actions for future improvements.</p>	<p>Plan classrooms in accordance with pupil need.</p> <p>Organise resources within classrooms to reflect student need.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Provide quiet areas within the school.</p> <p>Look at accessibility in all areas of school life.</p>	Ongoing.		<p>SENCO</p> <p>S.L.T</p> <p>Governors.</p>	Governors.	Appropriate use of resources for diverse needs of pupils with disabilities.

<p>NEWSLETTERS & DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Letters in first language. ▪ Large print & audio when required. ▪ Text. ▪ E-mail. 	Ongoing.		£500 p.a.	S.L.T Governors.	Governors.	Information to pupils with disabilities and parents / carers be improved.
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Consideration must be given to the school's position as regards accessibility.

The school would like to be able to accommodate children with some disability but is much restricted by its building. The doorways are narrow and the corridors change width and surface covering. There are many changes of ground floor level and very little flexibility for ramps to allow access to wheelchairs. The school would encourage parents to view the buildings and assess for themselves the accessibility required. Parents may be encouraged to consult the LEA and visit other schools in the area which may be better placed for particular needs.