

Accessibility Plan

	Targets	Action	Outcome	Timescale	Evaluation
Short Term	<p>Staff need to:</p> <ul style="list-style-type: none"> • Be able to organise their classrooms in a way that is of benefit to all pupils, including those with disabilities • Recognise and allow for additional time required by some pupils with disabilities to use school equipment, particularly during practical tasks • Provide alternative ways of giving access to the curriculum for pupils with disabilities e.g. different forms of exercises during P.E. 	<p>Audit of staff understanding of these issues. Staff training Differentiation of the curriculum</p>	<p>Staff are more able to fully meet the requirements of pupils with disabilities with regard to accessing the curriculum.</p>	Ongoing	<p>Increase in curriculum access for all pupils irrespective of disabilities.</p>
	<ul style="list-style-type: none"> • School Visits, including overseas visits and residential visits need to be accessible to all pupils irrespective of attainment or impairment, 	<p>Staff involved with organising educational visits to be aware of special requirements. Risk assessments to reflect considerations made for pupils with disabilities. Staff to ensure that there is equality of access and opportunity for all.</p>	<p>All children involved with school visits to have equality and access of opportunity.</p>	Ongoing	<p>All pupils have equal access on school visits.</p>

<p>Medium Term</p>	<ul style="list-style-type: none"> • Special resources to be made available to pupils with disabilities: e.g. information in simple language, large print signs, symbols rather than words, audio tapes, Braille – these will need to be provided for pupils and prospective pupils who may experience difficulty with standard forms of printed information. • Incorporate appropriate colour schemes when refurbishing to benefit pupils with visual impairment and install window blinds. 	<p>The school makes itself aware of the services available through the LEA for concerting written information into alternative forms.</p> <p>Seek advice on appropriate colour schemes</p>	<p>If required, the school can provide some written information in alternative formats.</p> <p>Different areas of the school are made more accessible to those children with visual impairment.</p>	<p>Summer Term 2018</p> <p>Summer 2018</p>	<p>Delivery of information to pupils with disabilities improved.</p> <p>Physical accessibility of the school increased</p>
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<p>Long Term</p>	<p>A number of building and grounds related issues need to be addressed. These include:</p> <ul style="list-style-type: none"> • School Plans to improve access to designated areas over successive financial years. • Entrances and exits to have priority with plans to fit ramps and hand rails to these areas. • All emergency and evacuation systems need to be in place which inform all pupils, including pupils with SEN and disabilities • Ensure that access is available to the wider community. 	<p>Planned use of minor capital delegated resources and discuss with the LEA using Schools Access Initiative Funding</p> <p>Follow the above action in relation to the wider community.</p>	<p>Recommendations from the LEA Disability Access Audit to be implemented.</p>	<p>2020</p>	<p>Physical accessability of school increased.</p>
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