

ACCESS PLAN – PART 1

Increasing Access for Disabled Pupils to the School Curriculum

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	Teachers and non-teaching staff have training to teach and support disabled pupils. Lessons provide opportunities for all pupils to achieve. All pupils have access to ICT appropriate for all abilities.	Training is available that supports teachers of disabled pupils. Department reviews enable an audit of strategies and styles. ICT rooms' deployment enables use by all pupils in school.	Teachers of disabled pupils have specific training. Department reviews reflect an ethos of differentiation for all. Pupils use ICT appropriate for those with disabilities.	Term 1 2003/4 Term 3 2003/4 Term 1 2003/4	Learning experiences are improved. All pupils have opportunity to achieve. ICT is accessible for all.
Medium Term	Rooms are optimally organised for disabled pupils. All pupils have access to music, drama and physical education. LDC is a resource for staff re strategies in teaching disabled pupils.	Audit of teaching rooms by Subject Leaders. LDC timetables are reviewed. Look at specific difficulties of pupils and help for staff.	Classrooms are made more accessible to pupils with disabilities. Pupils with disabilities have access to full range of subjects. LDC supports staff in teaching pupils with disabilities.	Term 2 2003/4 Term 2 2003/4 Term 2 2003/4	Physical accessibility of school increased. Increase and access to NC. Increase in attainment.
Long Term	High expectations of all pupils. School visits are accessible to all pupils, irrespective of attainment or impairment.	Look at SDP and ways of implementing Department plans. School plans trips to include all pupils and plans for extra support as required.	Department planning actively reflects high expectations for all. Pupils of all abilities are included in school trips.	Term 3 2003/4	All pupils reach optimum achievement levels. All pupils have access to curriculum enrichment.

ACCESS PLAN – PART 2

Increasing Access to the Physical Environment of the School

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	School plans to identify improvements needed to physical environment for disabled pupils.	Site survey undertaken by Deputy Head and Governor 21.05.2003. Follow-up survey 15.10.2003.	Areas for improvement identified and prioritised. Report to governors with action points. Some physical improvements to site made.	Term 3 2002/3	Physical safety of school increased.
Medium Term	Install disabled toilet at front of school. Improve stairways, steps and external surfaces.	Include in re-organisation of rooms in main corridor during refurbishment August 2003. Action points highlighted to Site Manager.	Disabled toilet ready for use. Access to gym and ground floor tower block.	January 2004 Term 3 2003/4	Physical accessibility of school increased.
Long Term	Improve physical access to designated areas over time, including improved internal and external signage and hearing loops in hall.	Provision of loop in hall. Provision of internal and external signage for steps-free route and key facilities, and exit route.	By the Summer Term 2004 internal access and signage, plus external signage will be physically accessible.	Term 3 2004/5	Physical accessibility of school increased.

ACCESS PLAN – PART 3

Increasing the Delivery of Written Information to Disabled Pupils

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	Availability of written materials in alternative formats. Font size 12, possibly 14, use in school publications and materials.	School consults LEA for services available to convert written information into alternative formats. Discussion at LG, school policy decision.	If needed, school can provide written information in alternative formats. Size 12/14 font used for all school materials published in-house.	Term 2 2003/4	Written information provided in alternative formats.
Medium Term	Use of ICT to enable disabled pupils access to materials.	Planned introduction of inter-active whiteboards in classrooms and all pupils timetabled in ICT rooms fairly. Use of Digitalbrain.	All staff have access to whiteboard technology to enable access to recourses. Pupils have access to ICT which meets their needs and use Digitalbrain.	Term 1 2004/5	Increase in access to the NC and higher standards of achievement.
Long Term	Provision of school details on video and/or CD. To develop staff use of technology to assist pupils with disabilities.	School makes use of in-house expertise to develop materials. Allocation of CPD budget and working parties' time to give training.	If necessary, all school information available on video and/or CDs. Staff are proficient in use of ICT including Digitalbrain.	Term 2 2004/5	Delivery of information to disabled pupils improved.