

SCHOOL DISABILITY ACCESS PLAN

KIWI SCHOOL

APR 2017 – APR 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>Prioritised purchasing for computer technology as required for pupils with disabilities.</p> <ul style="list-style-type: none"> ▪ School staff to update on available technology on a termly basis as required. 	<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>	<ul style="list-style-type: none"> ▪ Ability and accessibility to be taken in account in lesson planning. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. ▪ Purchase of resources to increase student participation. 	<p>Ongoing</p> <p>As required.</p>	<p>Curriculum area plans.</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>	<ul style="list-style-type: none"> ▪ Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it. ▪ Ensure student activities are accessible to all students. 	<p>Ongoing.</p>	<p>As required</p>	<p>Governors.</p> <p>All Staff.</p>	<p>S.L.T.</p> <p>Governors.</p>	<p>Increased participation in school life for students with disabilities.</p>
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Consider all policies in view of priorities. 	<p>Ongoing.</p>	<p>n/a.</p>	<p>Governors.</p>	<p>Governors.</p>	<p>Access to all aspects of school life for all students.</p>

<p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<ul style="list-style-type: none"> ▪ Accessibility & clarity of signs around school. ▪ Awareness of independent access. ▪ Clear identification of room functions. <p>Look into possibility/cost of moving location of disabled toilet for more user friendly access</p>	Ongoing.	Costed in accordance with need	S.L.T Governors.	Governors.	Access to school buildings and site improved.
<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.</p>	<ul style="list-style-type: none"> ▪ Plan classrooms in accordance with pupil need. ▪ Organise resources within classrooms to reflect pupil need. ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within the school – development of Tickety Boo classroom (possibly move to ground floor if accessibility need. ▪ Look at accessibility in all areas of school life. 	Ongoing.	Costed in accordance with need	S.L.T Governors.	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 according to need/requirement. ▪ 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 will be improved.

NOTES:

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 restricted by the old school building.

The design of the building makes it difficult to adapt for items such as ramps to access and egress the main hall from inside the building. Some doorways are narrow and the corridors change width and surface covering. Four classrooms in the KS1 building are on the first floor which is only accessible by stairs and currently there is no potential area in which to install a lift. On the ground floor there are many changes to 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. Although the school will try to adapt and incorporate structural changes, these take time and parents may be encouraged to consult the LA and visit other schools in the area which may be better placed for some particular needs. However, should parents wish to choose this school, the school will undertake to discuss feasibility and financial aspects of any structural alterations necessary.