

SCHOOL ACCESS PLAN

ST ANDREWS PRIMARY SCHOOL

SEPTEMBER 2018

Target	Tasks	Timescale	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>Staff to use software such as Clicker 6 for access.</p>	<p>As required - unless needs of pupils in school require immediate action.</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>All lessons to have evidence of differentiation, including support for G +T and SEND pupils.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school &amp; anticipatory duties.</p> <p>Purchase of resources to increase student participation.</p> <p>Continued use of drama and speaking and listening in lessons.</p>	<p>Ongoing.</p> <p>As required.</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>Ensure student activities are accessible to all students.</p>	<p>Ongoing.</p>	<p>Governors.</p> <p>Pastoral support.</p>	<p>S.L.T.</p> <p>Governors.</p>	<p>Increased participation in school life for students with disabilities.</p>

<p><b>SCHOOL POLICIES</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<p>Consider all policies in view of priorities.</p>	<p>Ongoing.</p>	<p>Governors.</p>	<p>Governors.</p>	<p>Access to all aspects of school life for all students.</p>
<p><b>SCHOOL BUILDINGS</b></p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<p>Accessibility &amp; clarity of signs around school.</p> <p>Awareness of independent access.</p> <p>Clear identification of rooms.</p> <p>Space for disabled parking.</p>	<p>Ongoing.</p>	<p>S.L.T</p> <p>Governors.</p>	<p>Governors.</p>	<p>Access to school buildings and site improved.</p>
<p><b>CLASSROOMS</b></p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs &amp; 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>Ongoing.</p>	<p>S.L.T</p> <p>Governors.</p>	<p>Governors.</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p>
<p><b>NEWSLETTERS &amp; DOCUMENTS</b></p> <p>Availability of newsletters and school documents in alternative formats.</p>	<p>Large print &amp; audio when required.</p> <p>Text.</p> <p>E-mail.</p> <p>Symbols as part of information.</p>	<p>Ongoing.</p>	<p>S.L.T</p> <p>Governors.</p>	<p>Governors.</p>	<p>Information to pupils with disabilities and parents / carers will be improved.</p>
<p><b>STAFF</b></p> <p>To continue to raise profile of good practice in this area.</p>	<p>Continued training of SEND and Inclusion knowledge and skills.</p> <p>Removing barriers to participation.</p> <p>Adaptation of ways to include mental effort expended by pupils.</p>	<p>Ongoing</p>	<p>SENDCO</p>	<p>Governors</p>	<p>Raised skills and knowledge of staff.</p> <p>Children to have appropriate support.</p> <p>Equality of access to information</p>