

Armathwaite School Disability Access Plan

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p>Access to the Curriculum Target 1 Reflect identified area of need, for lesson planning and delivery</p> <p>Ensure trips and residential are accessible to all</p>	<p>Staff training to reflect needs of pupils within the school .</p> <p>Purchase resources to increase pupil participation</p> <p>Develop guidance for staff on making trips accessible</p>	<p>Prior to the child starting school.</p> <p>Continually access during time in school.</p>	<p>To be determined</p>	<p>Head SENCO Staff</p>	<p>Head SENCO Staff</p>	<p>Child with disability has full access to curriculum with reasonable adjustments made. Success evidenced in lesson planning, recourses, learning outcome.</p>
<p>School Policies Ensure all policies consider the implications of Disability Access</p>	<p>When reviewing policies consider children with disability in terms of Target 1</p>	<p>Prior to the child starting school.</p> <p>Continually access during time in school</p>	<p>Staff meeting</p>	<p>Head SENCO Staff</p>	<p>Head Governors</p>	<p>School policy reflects the need of the child with disability. Access to all aspects of school life for all pupils.</p>
<p>School Buildings School is aware of the access needs of disabled children. Ensure access to school buildings can meet diverse pupil need. Changing facilities for Continance issues.</p>	<p>Awareness of independent access</p> <p>Improve facilities for changing children.</p>	<p>By first term of child starting school</p> <p>Completed May 2012</p>	<p>To be determined</p>	<p>Head SENCO Governors</p>	<p>Head Governors</p>	<p>Improvement of access to all areas of school.</p> <p>Changing facilities available to give privacy and preserve dignity.</p>

Armathwaite School Disability Access Plan

<p>Improve signage for visually impaired. Disabled parking bay - painted on the tarmac.</p>	<p>Order new signs for outside areas.</p>	<p>September 2012</p> <p>When playground markings are due for renewal.</p>				
<p>Classrooms Ensure that classrooms are adjusted to reflect the need of the child with the disability</p>	<p>Plan classrooms in accordance with pupil need. Organise resources within the classroom to reflect pupil need.</p> <p>Incorporate accessibility into any proposed developments.</p> <p>Look at accessibility in all areas of school life.</p> <p>Think about contrasting colours for doorways.</p>	<p>By first term of child starting school</p>	<p>Staff meetings</p>	<p>Head SENCO Governors</p>	<p>Head Governors</p>	<p>Appropriate use of resources for diverse needs of specific pupil with disability.</p>
<p>Letters & Documentation Availability of documents in alternative formats. All staff to be made</p>	<p>Large print and audio format to be made available if required.</p>	<p>By first term of child starting school</p>	<p>Staff meetings Administration time</p>	<p>Head Governors</p>	<p>Head Governors</p>	<p>Information to pupils with disabilities and parents/carers will</p>

Armathwaite School Disability Access Plan

aware of children or parents/carers with disabilities	Alternative formats for letters, and pupils resources if required.					be improved. To ensure school is fully inclusive for everyone and that every child and parent is happy with school provision.
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