



## SCHOOL DISABILITY ACCESS PLAN

RODINGS PRIMARY SCHOOL

March 2016 to March 2019

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p><b>ACCESS TO CURRICULUM</b></p> <p>Ensure access to computer technology appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> <li>▪ ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities.</li> <li>▪ School staff to act on advice from specialist teacher team.</li> </ul>	<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><b>ACCESS TO CURRICULUM</b></p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<ul style="list-style-type: none"> <li>▪ Differentiation incorporated into all teachers' planning and identified as 'Chilli challenge'.</li> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school &amp; anticipatory duties.</li> <li>▪ Purchase of resources to increase student participation.</li> </ul>	Ongoing.	<p>Curriculum area plans</p> <p>£500</p>	All staff.	<p>SMT</p> <p>Governors</p>	Improved access to curriculum for all pupils.
<p><b>ACCESS TO CURRICULUM</b></p> <p>Prioritise student participation in school activities.</p>	<ul style="list-style-type: none"> <li>▪ Ensure student activities are accessible to all students and in particular extended visits.</li> </ul>	Ongoing.	£500	<p>Governors.</p> <p>Headteacher</p>	<p>SMT</p> <p>Governors.</p>	Increased participation in school life for students with disabilities.
<p><b>ACCESS TO CURRICULUM</b></p> <p>Increase and priorities participation in sport.</p>	<ul style="list-style-type: none"> <li>· PE equipment is purchased that takes into consideration any need, bright ball, easy catch balls, soft gym equipment.</li> <li>· With local SSCO and cluster plan and attend inclusion sports.</li> <li>· Train staff to include inclusion activities within the PE curriculum.</li> </ul>	Ongoing	£500	All staff	<p>Headteacher</p> <p>PE subject leader</p> <p>Governors</p>	

<p><b>SCHOOL POLICIES</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ Consider all policies in view of priorities.</li> </ul>	Ongoing.	n/a.	Governors.	Governors.	Access to all aspects of school life for all students.
<p><b>SCHOOL BUILDINGS</b></p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<ul style="list-style-type: none"> <li>▪ Check that aids for partially sighted visitors are still clear and don't need repair.</li> <li>· Review the building considering the height of functional equipment such as door handles, equipment trays in classrooms etc.</li> </ul>	Ongoing.		SLT Governors	Governors.	Access to school buildings and site improved.
<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>	<ul style="list-style-type: none"> <li>▪ Plan and allocate classrooms in accordance with pupil need.</li> <li>▪ Organise resources within classrooms to reflect student need.</li> <li>▪ Provide quiet/sensory areas within the school.</li> </ul>	Ongoing.	£1,500	SLT Governors	Governors	Appropriate use of resources for diverse needs of pupils with disabilities.

<p>NEWSLETTERS &amp; DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> <li>• Text</li> <li>• E-mail</li> <li>• Website</li> <li>• Audio and large print.</li> </ul>	<p>Ongoing.</p>		<p>SMT</p> <p>Governors</p>	<p>Governors</p>	<p>Information to pupils with disabilities and parents / carers will be improved.</p>
--	---	-----------------	--	-----------------------------	------------------	---

Consideration must be given to the school's position as regards accessibility.

The school would like to be able to accommodate children with a range of disabilities and has had a range of building adaptations in the past to accommodate a range of needs. The upstairs classrooms are inaccessible to wheel chairs but a downstairs classroom has been adapted to meet the needs of the older pupils. The school would encourage parents to view the buildings and assess for themselves the accessibility required and discuss particular needs with the Headteacher.