

SCHOOL DISABILITY ACCESS PLAN

GRANGEWOOD INDEPENDENT SCHOOL

DEC 2013 – DEC 2016

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>	<ul style="list-style-type: none"> ▪ IT plan includes prioritised purchasing list for computer technology as required for enrolled pupils with disabilities. ▪ School staff to update on available technology on a termly basis. 	<p>As required - unless needs of pupils in school require immediate action.</p>	<p>Budget up to £500 p.a.</p>	<p>B. Roberts (IT + SENDCo) GioTech (IT System Support) 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"> ▪ Incorporate Quality First Teaching into all planning and thorough differentiation for children with SEND. ▪ Ongoing programme of staff training in disability and SEN awareness to reflect diverse needs of students within the school & anticipatory duties. ▪ Langdon School Sport Partnership KS1 Sportshall Athletics Festival - Year 1 & YR G&T children (4 boys and 4 girls). ▪ Carry out audit to ascertain which teachers would benefit from training in differentiating the curriculum. ▪ Purchase of resources to increase student participation (Maths, English, PE, Science). 	<p>January INSET 2014 – staff highlighted general need for training. Head to ascertain focus and book.</p> <p>Spring & Summer term 2015 training in PE for all teaching/ coaching staff and KS2 pupils</p> <p>Spring 2015 Writing training</p> <p>Spring 2016 PE coaching and training for KS1 pupils and staff</p> <p>Ongoing.</p>	<p>Subject coordinators budget shown in curriculum action plans.</p>	<p>All teaching staff.</p> <p>SENDCo & Subject Coords.</p> <p>Bursar</p>	<p>S.M.T. 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. ▪ Continue to develop student voice through Student Council, JTAs and House Assemblies 	<p>Ongoing.</p>	<p>Budgetary requirements as outlined in P.S.H.E policy and S.I.P.</p>	<p>PSHE Coords. Student Council Co-ords Headteacher</p> <p>Pastoral support All Subject Coords.</p>	<p>S.M.T. Governors.</p>	<p>Increased participation in school life for all students (esp students with SEND).</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>

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<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 (handrails, steps, etc). ▪ Incorporation of Visual Emergency Alarms to work with existing audio alarms. ▪ Awareness of independent access. ▪ Clear identification of room functions. 	<p>Ongoing.</p> <p>Installation of visual emergency alarms.</p>	<p>£50 p.a.</p> <p>2016/17 (Jan 2013 Costing £2,000)</p>	<p>S.M.T Governors.</p>	<p>Governors.</p>	<p>Access to school buildings and site improved.</p> <p>Increased alertness to emergency evacuations by the hearing impaired.</p>
<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 (ie increase light in nursery teaching area). ▪ Organise resources within classrooms to reflect student need. ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within the school. ▪ Plan for audio/visual accessibility. ▪ Look at accessibility in all areas of school life. 	<p>Ongoing.</p>	<p>£5,000</p>	<p>S.M.T Governors.</p>	<p>Governors.</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p>
<p>NEWSLETTERS & DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Letters to parents in first language if and when required. ▪ Large print & audio when required. ▪ Text (Textanywhere.net). ▪ E-mail. ▪ Website (dual language facility). 	<p>Ongoing.</p> <p>Oct 2015</p>	<p>£450 p.a.</p>	<p>S.M.T Governors.</p>	<p>Governors.</p>	<p>Information to pupils with disabilities and parents / carers (including EAL) 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 some disability but is much restricted by its building. The doorways are narrow and the corridors change width, level and surface covering. There are many changes of ground 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. Parents may be encouraged to consult the LEA and visit other schools in the area which may be better placed for particular needs.

Reviewed: Dec 2015, June 2015