

Appendix A: Accessibility of the site

	TARGETS	STRATEGIES	OUTCOME	TIMESCALES	SUCCESS CRITERIA
SHORT TERM	Reassessment of planned DDA access route in view of repairs and resurfacing across the site.	Utilise advice from qualified wheelchair handling trainers.	Increased site access to wheelchair users with smoother surface.	September 2010.	Higher quality surface for wheelchair transit. More efficient and higher utilisation of school site.
MEDIUM TERM	Assess lighting levels already achieved and increase provision where necessary.	Utilise existing lighting with higher wattage bulbs Negotiate with Local Authority for works.	Higher overall average LUX levels across the site.	December 2010.	Better illumination and lower risk of accidents.
	Continue deployment of symbol based signage across the school site.	As each area is H&S assessed signage for DDA compliance will also be considered.	Site-wide symbol based system enabling better access to school facilities.	September 2010.	Further improved access to school based facilities.
	Assess that classrooms are best organised for disabled users. Anticipate and identify where possible the needs and actions for future improvements.	As each area is H&S assessed DDA compliance and requirements will also be considered and discussed with the SENCO.	Provide a plan for further development of the site with more appropriate site availability.	September 2010.	More appropriate availability and use of school resources for the more diverse needs of pupils with disability.
LONG TERM	Improve access to existing or to build new fit-for-purpose dining facility.	Capital bid for money via asset management plan major involvement of the Local Authority in view of reorganisation.	Ease of access to fit-for-purpose high use facilities for all students, staff and visitors.	September 2011 – Highly dependant on the view of the Local Authority in releasing funding early for preparation of reorganisation.	Appropriate upgrade to existing high use facilities enabling access to all.
	Relocate or build new Learning Resource Area (LRA) on ground floor.				

Appendix B: Access to curriculum

TARGET AREA	STRATEGIES	OUTCOME	RESPONSIBILITY AND MONITORING	SUCCESS CRITERIA	TIMESCALE
Reflect identified areas of need in lesson planning and delivery	Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school	All staff strive to deliver to all students an educational experience of the highest quality	All staff: Leaders of Learning; SENCo; SLT attached, Governors	Full access to the curriculum for all students	Ongoing
Access to computer technology appropriate for students with disabilities	Planning flexibility to allow purchase of ICT equipment as required for pupils with disabilities and provide appropriate training for staff	Regular updating of available technology and staff skills	All Leaders of Learning; SENCo; SLT attached, Governors	Access to appropriate computer technology improved for all disabled students	Planned programme unless needs of students in school require immediate action
Student participation in school activities	Provide opportunities for students to develop skills and strategies to address their special needs	All students, irrespective of their disability have access to a broad and balanced curriculum appropriate to their ability in each subject	All staff; Leaders of Learning; SENCo; SLT attached, Governors	Full participation in school life for students with disabilities	Ongoing
All School Policies consider the implications of Disability Access.	To use the policies review cycle to ensure consideration has taken place.	There should be commitment to both the spirit and statutory requirements of legislation, especially the partnership between students, parents and professionals	Governors	Access to all areas of school life for all students.	Ongoing