

ACCESSIBILITY PLAN – 2017-2020**1. Increasing the extent to which disabled pupils can participate in the school curriculum**

| Time scale | Targets | Activities | Outcome | By when | By whom | Success criteria |
|-------------------|---|---|---|----------------|-----------------------------|--|
| Short term | To provide reading and spelling support sessions before school for lower ability pupils across the whole school. | Use of TAs in the morning instead of attending briefing sessions. | Improvement in the attainment of pupils with poor literacy skills. | Ongoing | AP/ MT / VA / KJ | Improved access to the curriculum and raised standards in pupils with literacy difficulties. |
| Medium term | To raise awareness of the inclusive practices, disability and how to remove barriers to learning, assessment and participation. | Staff training on Inclusion and Differentiation, with follow up workshop sessions throughout the year. (SAIS) | Staff more familiar with differing techniques to enable all pupils, particularly those with disabilities, to access the curriculum and achieve. E.g. supporting pupils with BESD, ASD, social and communication difficulties etc. | Ongoing | AP / MT / VA / GAA | Increase access to curriculum for all. |
| Medium term | To provide ICT to assist disabled pupils to record and to read their work. | Improve access to ICT with predictive text software. Investigate speaking word processors and voice activated software. | Improvement in literacy and presentation skills alongside speech and language skills. | Ongoing | AP / MT / VA | Increase in access to the curriculum, raised standards in pupils with learning difficulties. |
| Long term | To improve access to curriculum content | To ensure that all future curriculum developments take account of accessibility issues. | Improvement in levels of attainment | Ongoing | GAA/ All staff | Increase in access to the curriculum, raised standards of attainment. |

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

| Time scale | Targets | Activities | Outcome | By when | By whom | Success criteria |
|------------|--|---|--|---------|---------|-------------------------------------|
| Long term | Ensure the school minibus (with ramp access) is fit for purpose at all times | Repairs are undertaken as soon as they come to light. | Minibus which provides safe and convenient access for wheelchair users is always available | Ongoing | AP | Minibus is always available for use |

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

| Time scale | Targets | Activities | Outcome | By when | By whom | Success criteria |
|-------------|---|---|---|---------|----------------------------|--|
| Medium term | To ensure all staff are familiar with ways of delivering information to people with disabilities. E.g. use of simple language, larger print, use of diagrams, uncluttered text, allowing sufficient time. | Staff training on Inclusion and Differentiation, with follow up workshop sessions throughout the year. (SAIS) | Staff more familiar with differing techniques to enable all pupils, particularly those with disabilities, to access the curriculum and achieve. E.g. supporting pupils with BESD, ASD, social and communication difficulties etc. | Ongoing | AP/ MT / VA / GAA | Improved delivery of information in other formats. |
| Long term | To improve access to information for pupils and parents who are severely visually impaired when necessary. | Investigate the need for, and the resources required to produce school documentation in Braille form | More effective access to information | 2019 | MT / VA | Improved access to information acknowledged by the severely visually impaired. |