

Friary School Disability Equality Scheme and Accessibility Plan (DESAP) Jan 2010 to December 2012

Issue 3 of Accessibility Plan

Review Annually

This document relates to all of the school's aims. It should be seen alongside the school's Equal Opportunities Policy and the Special Educational Needs Policy. It is closely linked to the Every Person Matters agenda

Aim of the Action Plan

The aim of this plan is to help the school to make significant and sustainable progress in implementing the 3 development priorities ascertained in the review of the last plan. The plan may be amended in the light of changing circumstances and annual reviews.

Priority 1					
Improve teaching and learning for those students with specific learning difficulties					
Objective	Action	Success Criteria	Responsibility	Completion Date	Review
1. Improve literacy across the curriculum especially spelling.	Ensure that teachers provide a suitable glossary for subject specific words.	All subjects use glossaries and teach subject specific words where appropriate.	SENCo Literacy Coordinator	Sept 2011	Jan 2011
	Make the targets that arise from assessment manageable.	Work scrutiny reveals that assessed work indicates no more than 2 targets for improvement.	Subject Leaders		
2. Ensure students understand the reasons for their levels of attainment.	Provide students with "pupil friendly" success criteria for substantive (see assessment policy) pieces of assessed work.	Subject reviews reveal that success criteria provision is in place. Majority of students report that they understand their level of attainment.	SENCo/ Subject Leaders	Sept 2012	Jan 2011

Priority 2**Improve access to the curriculum and to information for disabled pupils**

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
1. Provide suitably modified learning resources.	Worksheets to be a minimum of A4 size.	All photocopied worksheets are a minimum of A4, confirmed by reprographics and in lesson observations.	SENCo/ SLT	Dec 2010	Sept 2010
	Provide training for all staff on how to ensure legibility of worksheets.	At least 5 departments per year receive awareness training on legibility techniques.	SENCo/ TAs/ SEN Reps	Sept 2013	Sept 2010
2. Allow pupils with SpLD to meet their target grades in coursework/ project work.	Extended coursework/ project work is broken down into manageable chunks with associated short term goals.	Pupil interviews confirm that coursework/project work is as accessible as other tasks.	Subject Leaders	Sept 2013	Jan 2011
3. Use Inclusion Development Programme materials (IDP) to help staff further understand the areas covered and improve access to lessons for pupils with a disability.	INSET sessions (whole school and departmental) make use of IDP materials. Staff ensure strategies are embedded in their teaching.	All departments have made use of the IDP materials by the end of this Action Plan.	CJ/SLT Subject Leaders/ SENCo	Sept 2013	July 2011

Priority 3**Improve accessibility of information.**

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
1. Departmental meetings to regularly include discussions on Classroom Support Plans as part of their agenda items.	Learning Support compulsory agenda items to be changed from every meeting to half termly. One must be held on the first INSET day, and at least ½ termly thereafter.	Regular discussions are held at departmental level on addressing pupil needs and their progress. Departmental minutes reflect that a minimum of 5 discussions have taken place,	Subject Leaders monitored by SLT/SENco	December 2010	September 2010
	Subject discussions must focus on ensuring CSPs and strategies are shared with all members.	Information about pupils with a disability is shared within departments so that all staff are aware of individual needs.	Subject Leaders/ teachers		
	Transition arrangements for these pupils are fully in place between years/sets.	Transfer of information from set to set and year to year is made between staff.	As above		
2. For KS2 to KS3 transfer arrangements to formally include accurate up to date records of SEN information	All District schools agree on how the common transfer form should be amended and then implement the agreement	Transfer forms incorporate sufficient SEN information to inform planning at the start of Y7	KF/LG	April 2011	January 2011

Priority 4**Continued Improvement of the accessibility of accommodation..**

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
1. Improve storage facilities for specialized equipment	Convert the area beneath the stairs to the theatre to a storage area	Conversion completed	IR	September 2012	September 2011
2. Provide access to the last remaining classrooms for pupils with mobility problems	Assess the possibility of providing access to B1/B2 and implement any recommended solutions	Timetable adjustments for pupils with mobility problems are no longer required	IR	September 2012	January 2012