

Accessibility Plan Year 1 to Year 3- Ysgol Yr Esgob

1. Short Term

	Targets	Strategies	Outcome	Time	Goals Achieved
	Improve access to the building by ensuring that a disabled parking space is provided.	Request that the LA carry out this work as soon as possible.	Disabled access will be available for parking.		Disabled visitors will be able to have increased safe access to the building.
	3. Improve access for pupils with speech and language difficulties to the curriculum.	School to purchase resources that enhance and develop the speech and language difficulties of pupils as identified by speech and language service.	Pupils with speech and language difficulties will make greater progress with enhanced resources.		Resources are purchased and in use and impacting on development.
	2. Improve environment for pupils with learning difficulties in Early years.	Remodel Early years class with particular attention being paid to the needs of pupils with learning difficulties; provide quiet areas and 1-1 space.	The class will be more of a suitable environment for pupils with learning difficulties and the staff who work with them.		The Early years class will be and enhanced environment for pupils with learning difficulties.

2. Medium Term

	1. Improve provision for pupils with ADHD type disorders within the school.	Develop programme of staff training with lead staff member to cascade learning to other practitioners.	Staff will be more able to provide for the learning of ADHD pupils and their development will improve.		Provision for pupils with ASD will have improved.
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Medium Term	2. Improve physical access arrangements to the school building by widening access to junior entrance and fitting a ramp and handrail.	LA DDA work schedule to complete this work in 2011-12 academic year.	Physical access to the school building is improved.	Physical accessibility of the school is improved.
	3. Improve pupils sense of inclusion through dedicated PSE work.	Pupils across the school will take part in lessons from the SEAL scheme on a regular timetabled basis.	Pupils will have worked actively with others on role play and other work that challenges stereotypes.	Pupils will have a better sense of inclusion and will be less open to stereotyping.

Long Term

	1. Plan to improve facilities for pupils with Additional needs to work on 1-1 programmes as needed and to have quiet time.	Include the addition of a new small group /1-1 space for specific work and quiet time into the new asset management plan.	The school will be working towards improving physical space for pupils with additional needs.	Pupils will have a quiet space in which to work, receive counseling and have quiet time.
	2. Plan to ensure that the school's ALN Policies and Handbooks are accessible to all teaching staff.	Following an audit of the school's ALN Policies and Handbook and using the expertise of the ALN staff, the school improves accessibility to its ALN documents.	Staff are aware of the needs of individual pupils in terms of disabilities and impairments.	Access to information is improved for staff in terms of disability awareness.
	3. Plan to improve information on disabled pupils when they transfer from the primary school to their secondary placement.	As part of the school's Primary/Secondary Liaison meetings, ALN/Disabilities becomes an agenda item.	Liaison and the transfer of information on ALN/Disabilities are improved for the pupils transferring to High School.	Access to information for staff is improved in terms of disability awareness of disabled pupils when they transfer to High School.