

3. DES Action Plan

Objective	Strategy	Outcome	Timescale
To ensure that teaching and learning approaches adopt best practices	Seek external input/review of identification, assessment, teaching and learning approaches for major disability areas, including pupils on the autistic spectrum, with dyslexia-type needs, with behavioural difficulties and those with learning difficulties	Action plan for further development (as required) of teaching and learning approaches to pupils with disabilities, agreed by Curriculum Committee	01/06/11
To ensure ongoing assessment and continuous improvement of teaching and learning	Embed reporting and analysis of disabled groups as part of APP programme	Performance reporting by disability included in APP reported presented to Curriculum Committee and FGB	01/06/11
To ensure that all teaching and teaching support staff are confident in their ability to support pupils with disabilities	Undertake confidential review and assessment of skills, abilities and confidence of all teaching, teaching support and other staff.	Staff training and development plan for support to pupils with disabilities, agreed by the PPC committee	01/10/11
To enhance communication with, and participation of, parents/carers with disabilities	Pilot new approaches to communications, linked with effective tracking as part of all parent teacher activities	Analysis of incidence of parent/carers with disabilities and pilot results, presented to PPC committee	01/10/11
To enhance the teaching and learning environment in order to maximise opportunity for people with disabilities	Progress environment improvements as outlined in the accessibility plan (section 4 of this document)	Adherence to schedule, monitored by the PFM committee	Ongoing

4. Accessibility Plan

Issue	Actions	Outcome	Timescale
Best usage/configuration of learning aids and resources	<ul style="list-style-type: none"> Develop clear guidelines for consistent use of aids and resources across the whole school 	Better targeting, deployment and use of resources	01/01/11
Access to, and egress from, main building classrooms	<ul style="list-style-type: none"> Ensure readiness to improve corridor door opening (electronic) and enhance ramp access to playgrounds 	Readiness to implement identified improvements within a month of need being confirmed	01/04/11
Parking and entrance to school	<ul style="list-style-type: none"> Re-location of disabled parking bay Modification to entrance foyer to simplify access 	Easier access to the school for disabled staff and visitors	01/06/11
Access to, and egress from, 'mobile' classrooms	<ul style="list-style-type: none"> Readiness to re-assign classrooms if required urgently Removal of temporary classrooms in medium term 	All classrooms have similar accessibility	01/09/11
Playing field access	<ul style="list-style-type: none"> Provide less steep, preferably paved, access to the playing field (after relocation of yr4). 	Better accessibility of pupils with disabilities to the facilities and curriculum	01/09/11