

FRIENDS' SCHOOL, SAFFRON WALDEN

DISABILITY ACCESS PLAN

PURPOSE

This plan is written under the requirements of the SEN and Disability Act 2001 and sets out the School strategy on improving access for disabled pupils up to the end of March 2012. The aim is to ensure the progress of improvements to the School site and Curriculum to ensure the needs of those with specific requirements in order to help them benefit from an education at the School.

INTRODUCTION

Friends' School, Saffron Walden is committed to meeting the requirements of the SEN and Disability Act 2001 and by improving the site we intend to make the facilities at the School suitable for those pupils who need additional provision to make maximum use of the School facilities. Our plan covers:

- Improving the physical environment of the school:
- To increase access to the curriculum for disabled pupils; and
- To increase access to education and associated services at the School for disabled pupils.

Following an assessment of provision required the table below contains our 3 year plan:

Timeline	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	The Bursar, in association with the Head, assesses the overall works required and produces a report	Survey current provision. Bursar to advise on feasibility and cost.	Plan alterations and modifications needed.	May 2011	Long term future works identified.
Short Term	Where works are being carried out, incorporate alterations to meet those requirements as set out in the DDA.	Deal with access issues caused by steps and the architecture of the historic buildings.	The School benefits from continual improvements.	Ongoing	Pupils are able to move more easily around the site.

Timeline	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Heads of Department assess the work required to facilitate the learning of disabled pupils in their Departments	Brief Heads of Department on the requirements of SENDA. Survey current provision. Produce outline plan of how to meet the requirements	Outline plan of modifications needed for each curriculum area.	May 2011	Medium and Long Term needs identified within each curriculum area.
Short Term	Review and update the signage around the site to ensure it is suitable for those with a disability.	Replace signage on a rolling programme. Costs to be entered into the budget bid.	Signage Updated.	December 2011	Inclusive student access to learning improved.
Medium Term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from architects re appropriate colour schemes, particularly for the new Junior School buildings.	More classrooms are made more accessible to visually impaired children.	March 2012	Accessibility of the School increased.
Medium Term	Heads of Department to have added information into their Departmental Handbooks on potential strategies for coping with the learning needs of any visually and hearing impaired children in their Departments.	Consultation with the Bursar to discuss provision of special facilities within teaching rooms. Discussions within Departments on adapting teaching and learning styles and resources to meet the needs of visually and hearing impaired children.	Plans exist for how to modify the current environment and lessons to provide for visually and hearing impaired children in the academic lessons.	June 2012	Visually and hearing impaired children would now be able to access the curriculum at the School.

Timeline	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Long Term	Improve access to the physical environment over successive financial years using the Bursar's Report as a model	Plan with the Bursar how to deliver the work identified in the plan.	Having secured financial resources, improve the buildings and areas identified.	From September 2012	Accessibility of school for all users improved
Long Term	Continue to create strategies for increasing provision for a range of disabilities within each curriculum area and generally around the site.	Areas of disability catered for may be informed by the level of disability of applications to enter the School and those who visit the site in other capacities	Plans would exist for how to modify the site and environment to provide ready access for all site users with a range of disabilities.	From September 2012	Accessibility of school for all users improved