

Access Plan 2016–2019



ACCESS PLAN TO SUPPORT EQUAL OPPORTUNITIES AND DISABLED DISCRIMINATION ACT

Access already in place:

- One disabled toilet suitable for wheelchairs: accessible to both adults and children:
- Access plans are in place for vulnerable pupils as well as medical care plans:
- Staff have expertise and skills in ASD, Dyslexia.
- Dyslexia screening is in place.
- The majority of entrances are flat or are sloped.
- The main fire exit from the hall is flat and accessible with a ramp down to car park.
- One disabled parking space in Car Park.

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	To ensure the Code of Conduct is being followed.	Support given to SENDCo from Educational Psychologist to monitor the Support Plans Cycle of Assess Plan Do Review	All new teaching staff to have an understanding of the Support Plan Progress. Staff pupils and parents have been involved in meetings and the writing of Support Plans.	July 16	
	To share knowledge and good practice of ASD	Staff Training	Made adjustments within classroom settings and around school so there is a consistent approach across	July 2016	

			the school to ensure that the learning environment is ASD friendly.		
	To develop a SEND office space.	Secure storage of all documents. Space available for confidential meetings with professionals and parents.	Re-filing of all documentation and the setting up of record keeping.	July 2016	
	Review statutory policies to ensure they reflect inclusive practice.		All policies up to date and in line with current legislation	August 2016	
	Publish and promote the accessibility plan through the school website.		Plan available on school website for all stakeholders. Awareness raised.	July 2016	
	To engage with professional agencies to provide support and advice for working with children with additional needs.	Staff training Support from SENDCo	Professionals work collaboratively. Review meetings are planned and attended Parents have notification of planned meetings	Ongoing	
	Ensure the school curriculum promotes positive role models in terms of disability	Audit resources and curriculum provision. Consideration given in planning topics and lessons.	Resources show positive role models. Curriculum and displays reflect diversity.	Updated/reviewed annually	
	Ensure full access to the curriculum for all.	Differentiated activities and resources. The use of p levels	Use of strategies evident in classroom practice	Ongoing – monitored by SENDCo.	

		to plan for and assess small steps in learning. Use of interactive and ICT equipment. Use of specific equipment sourced from Occupational therapy and specialist agencies. Trained support staff to support within the classroom. Intervention programmes to target specific objectives.			
	Ensure all trips and visits are accessible to all	Complete risk assessments of all visits and residentials. Ensure providers are aware of individual needs.	Pupils are not prevented from participation in offsite activities on the grounds of SEN or disabilities	Ongoing – monitored by HT and SENDCo	

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Medium Term	Monitor and analyse attainment of all pupils with SEN and Disabilities and act upon trends or patterns within the data which require additional pupil support.	Pupil progress meetings AFL Analysis of tracking data. Review meetings Liaison with parents.	Teacher assessments show that gap in attainment is closing or that progress is equal to non-disadvantaged pupils	Termly	
	Ensure all pupils	Monitor	SEND pupils	September 2016	

	are given the opportunity to make a positive contribution to the life of the school through involvement in the pupil parliament, assemblies and whole school events.	representation of school council	proportionally represented on Pupil Parliament and at whole school events.		
	Extended Schools activities take into account pupil needs and access arrangements.	Monitor extended schools registers/evaluations Audit suitability of activities. Complete risk assessments.	Pupils with disabilities have equal access to extended school facilities.	Ongoing termly evaluation	
	Ensure classrooms are organised to promote the participation and independence of pupils	Classroom audits Lesson observations	Children have independent access to resources and all areas of the school	Ongoing termly evaluation	

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Long Term	Annual report to governing body	Update accessibility plan	Governors are fully informed of SEND provision and progress	July 2017 July 2018 July 2019	
	Ensure staff receive training relevant to their role.	Identify training needs through appraisal cycle.	Staff access training in Speech and Language therapy Autism awareness First aid	Ongoing	

			Moving and handling Therapeutic programmes. SENCO training		
	Maintain driveway and pathways around school.	Monitor Parent/visitor parking Maintenance checks of driveways and perimeter fences/pathways. Gritting during icy conditions	Low or zero incidence of accidents.	Ongoing	
	Maintain and develop playground facilities	Monitor for wear and tear and repair as required.	Inclusive facilities	Ongoing	