

Northern House School Access Plan
Access to Information

Timescale	Target	Strategy	Outcome
Ongoing	<p>To continue to audit current parents and pupils to identify those with needs which may require the provision of information in an alternative format.</p> <p>To identify and support parents with literacy difficulties when receiving information and completing forms.</p>	<p>Make use of Translation Services for written information, verbal reports and other forms of communication.</p> <p>Verbal reports and messages given when parental literacy skills are a difficulty.</p> <p>Use of symbols in the home-school diary or simple notes, telephone calls to discuss more complicated matters.</p> <p>To continue to use parent and pupils friendly language in letters, reports, messages, Individual Education Plans and Individual Behaviour plans (IEP/IBP) etc.</p> <p>To use Parent Partnership workers, other agencies or school staff to support parents with literacy based tasks once Head has identified the difficulty.</p>	<p>Alternative means of communication are created and made available when needs are identified.</p> <p>Parents and pupils feel better informed as information is available and understood.</p> <p>Parents are able to interpret messages with ease and quickly. More complex information is shared verbally.</p> <p>Parents feel included in the education of their child. Pupils feel that they have a voice in their education and understand what has been written about them.</p> <p>Parents feel informed and receive the appropriate support to enable them to complete tasks as necessary.</p>

Northern House School Access Plan
Curriculum Access

Timescale	Target	Strategy	Outcome
Ongoing	<p>To provide training for the whole school which identifies and provides strategies to support the individual needs of pupils.</p> <p>To continue to develop the range of SEN/AEN provision and establishing whether pupils are making adequate and sustained progress.</p> <p>Ensure pupils receive the provision highlighted in their statements/EHCP and subsequent Annual Reviews.</p>	<p>To identify any training needs that arise and engage appropriate speakers and external agencies.</p> <p>Analysis of data provided by academic testing, B squared data and Sleuth analysis.</p> <p>Next Steps documents created following the Writing the Outcomes Meeting to support staff in targeting key areas and pupils in moving forward.</p>	<p>Staff feel confident and supported when dealing with specific SEN/AEN.</p> <p>Pupils continue to make adequate and sustained progress.</p> <p>Pupils receive provision set out in their Statement/EHCP and make progress towards the outcomes set in their EHCP.</p>

Northern House School Access Plan
Curriculum Access (continued)

Timescale	Target	Strategy	Outcome
Ongoing	<p>To continue to ensure that staff are aware of the New National Curriculum Inclusion Statements:</p> <ul style="list-style-type: none"> • Setting suitable challenges. • Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. 	<p>Deputy Headteacher to continue to monitor planning.</p> <p>Senior Leadership Team to continue to observe lessons and Subject Leaders monitor pupil books.</p> <p>Subject Leaders to continue to monitor termly B Squared data for progress.</p> <p>Class teachers to continue to differentiate lessons to meet individual needs.</p> <p>Pupils to continue to benefit from a wide range of intervention strategies, both academic and non academic (Wave 1, 2, and 3)</p> <p>To continue to seek advice from the appropriate External Agencies when deemed necessary.</p> <p>Headteacher to assess staffing levels and adjust as appropriate.</p>	<p>The quality of planning and teaching meets the needs of pupils' with SEN/AEN and reflects the National Curriculum Inclusion Statements.</p> <p>Barriers to learning are addressed and overcome.</p> <p>Any extra resources and strategies recommended by External Agencies will be acquired and implemented wherever possible.</p> <p>Pupils able to access curriculum fully.</p>

Northern House School Access Plan
Physical Access

Timescale	Target	Strategy	Outcome
Ongoing	<p>To continue to identify aspects of the school environment where there are barriers for pupils, parents and visitors with sensory impairment.</p> <p>To continue to develop strategies to deal with areas that can not be made physically accessible to all people.</p> <p>To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment.</p> <p>Head teacher to ensure that all building work and new development on site is physically accessible to parents, pupils and visitors.</p>	<p>Headteacher to liaise with the SENSS and other agencies for support as appropriate to develop the environment.</p> <p>Identify areas where physical access is not available and adapt where appropriate. Awareness of parental and visitor's physical needs.</p> <p>Through discussion with staff regarding individual pupils' needs identify and work on removing barriers for learning.</p> <p>Ask SENSS to lead training on identifying and working with pupils with sensory needs.</p> <p>Close liaison between Headteacher, LA and builders to ensure that all building work meets legal requirements.</p>	<p>School aware of the needs of pupils and make reasonable adjustments and adaptations to remove barriers for pupils.</p> <p>School aware of access difficulties and make alternative arrangements.</p> <p>Staff aware of the individual needs of pupils and the effects of the environment on these difficulties.</p> <p>Any building alterations and new developments are accessible by all stakeholders.</p>

Northern House School Access Plan
Generally Accessibility

Timescale	Target	Strategy	Outcome
Ongoing	To ensure compliance with DDA and the Code of Practice.	To ensure that school is kept updated with changes in legislation.	Awareness of requirements and obligations, adjustments made to ensure compliance.