Access plan 2022-25

Aims:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupil to take better advantage of education, benefits, facilities and service provided.
- To improve the availability of accessible information to disabled pupils.

Current situation:

- The school is 9 years old and there is level access directly into the school through several entrances.
- There is a lift to all floors.
- There are four disabled toilets, one with a shower.
- There is a disabled parking bay within the staff carpark
- All teaching rooms have Interactive Whiteboards, IWB.

Supporting policies:

- SEN
- Equalities objectives
- Behaviour & Relationships
- Intimate Care

Monitoring arrangements:

This document will be reviewed every three years. Mid-year reviews will take place by the SEN team, and progress will be recorded.

Target	Current good practice	What?	Who?	When?	Success criteria	Progress update (RAG)
To improve access to	! •					-7
Improve provision for our most vulnerable pupils	Termly LSA meetings with SENCO. SEN team in place with representative form each key stage & SLT.	To ensure all new staff receive an SEN induction. Ensure that a robust handover/transition	SEN team All LSAs	Term 6 2022 - term 1 2022 SEN team write SEN induction document. Term 6 each academic year and when a new LSA is	All newly appointed staff will receive an SEN induction with a member of the SEN team. All LSAs will be fully informed on the needs of their	
	SEN team hold extended meetings at least termly. Experienced long standing LSAs,	between LSAs takes place. LSA CPD plan identifying training.	SEN team	appointed. Annual document	child/ren.	
	mentor and support new LSAs. Mental health leader, trained and available to pupils.	Set up nurture groups for identified pupils.	Identified LSA & DHT	Term 6 2022	LSAs receive relevant training in order to meet needs of the pupils in their care.	
	Play therapy provided to most vulnerable.					
Ensure pupils with a disability have the opportunity to participate fully in the wider school curriculum.	Curriculum adapted to enable access for all pupils e.g. use of a chrome book to enable writing or modified PE.	For non-curricular events e.g. H&F week, Easter festival, class teacher to consult with parents/pupil and agree an	Class teachers	Ongoing	All pupils with a disability have access to the wider curriculum.	

	All children are encouraged to attend after school extra-curricular activities/clubs and additional adults are employed to support.	individual plan for each child. Individual children have a risk assessment for offsite activities e.g. swimming, educational visits.	Class teachers & LSAs	Ongoing	Risk assessments in place for all offsite/activities which enrich the curriculum.
Develop use of Makaton throughout the school.	Use Makaton in the morning prayer every day.	Provide Makaton training for all teachers & LSAs.	SEN team	See CPD plan	All staff are trained to use basic Makaton greetings and phrases.
	Use Makaton at the start of start of each assembly to welcome pupils.	Display Makaton in shared areas e.g. toilet, handwashing, dinner hall.	Identified LSA	Term 6 2022- ongoing	Makaton visuals are displayed throughout the school.
	Trained LSAs who are competent using Makaton.				
Improve how we deal with the sensitive issues the curriculum may bring up.	Share books about diversity in whole school assemblies. Liaise with parents about topics that are going to be covered in curriculum/	Class teachers to explicitly share with identified parents' books/resources that may be sensitive to individual families/pupils. Class teachers to	All staff	Ongoing	Pupils and their families are fully informed and well supported.
	assemblies that may be sensitive to identified pupils.	address this at parent information meetings.			

To improve access to the physical environment

Assess the access	Work	Ensure access	EYFS team, SENCO,	Annually from term	Staff are fully
needs of individual	collaboratively with	needs of new	DHT, HT, office	5-6	informed on access
pupils and staff as	outside agencies	Reception pupils is	admission		needs of all pupils
required.	e.g. visual	obtained prior to	administrator		arriving new to St
	impairment team.	pupils starting in			Bons and
		September.			appropriate
	Facilitate on and				adjustments put in
	off-site visits with				place.
	other professionals	In annual staff and	HT	Annually	Analysis of annual
	e.g. hydrotherapy,	pupil surveys ask			pupil and staff
	physiotherapy &	about access needs.			surveys provides
	S&L.				priorities to address
					for pupil/staff
	Make necessary				access
	adaptation to the				requirements.
	school learning	As a standing item	HT/DHT/SBM/ KS	Ongoing	School events are
	environment and	for school events	leaders/ office		accessible for all
	building as and	request access	administrators		members of the
	where required.	needs for individual			school community.
		parents so			
	A lift is installed to	reasonable			
	enable access to	adjustments can be			
	upper corridor.	made.			
	Adjustable changing				
	table located on the				
	ground floor.				
	Disabled toilets				
	located throughout				
	the school.				
	Shower located in				
	EYFS block &				
	staffroom.				
	Jean Toom.				

To improve access to information							
Ensure pupils and parents know school staff.	HT & DHT meet pupils and parents on the gate each morning and afternoon.	Class teachers to add photo of themselves to google classroom page.	Class teachers	Term 6 2022-onging	Class teachers are identifiable to parents.		
		Class teachers, LSAs & all other staff to have their photo on their class door.	All staff	Term 1 2022- ongoing	Pupils know where staff work.		