

Access Planning Template for Period 2019-20 and 2020-2021

Lead member of staff: **Lynsey Baxter** Date: **15/12/2019**

Date of Review: _____

Name of Reviewer: _____

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Ensuring information is easily accessible for all within the school community

Brooke Primary Academy will monitor the implementation of the plan and keep under review the access needs of the school.

Section 1 : Access to the curriculum					
Priority	Actions	Timescale	Responsible for achieving priority	Costings	Impact statement/evaluation
The curriculum is accessible for all and the needs of children with SEND are tailored for and	SEND plans are reviewed and updated termly and copies of these are provided to parents and all relevant parties	Termly	SENCO, Class teachers	Cost of SLT time for SENCO and class teachers to complete	
	SEND support plans to be reviewed and monitored to ensure targets are meeting	Termly	SENCO	Cost of SLT time for SENCO to	

<p>met through the requirements of EHCP's/SEND Support Plans</p>	<p>the needs of individuals</p> <p>Learning walks to be conducted to ensure the provision detailed in the support plans are in place and are effectively meeting the needs of the child and pupil voice to be obtained at this time.</p> <p>Outside agencies to be involved where necessary to provide further advice and guidance and support with evaluating provision for example, ASCETS, Educational Psychologists, Speech and Language therapists.</p> <p>STEPS to be implemented and used to support children who are working 2 or more years below age related expectations</p> <p>Ensure that all out of school activities, after school clubs and educational visits are appropriate and have disabled access by reviewing out of school provision and ensuring it meets with compliance legislation</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>SENCO</p> <p>Class teacher</p> <p>Class teachers with support from SENCO if required</p>	<p>monitor support plans</p> <p>Cost of SLT time for SENCO to conduct learning walks</p> <p>Cost of SLT time for SENCO to meet with external agencies as and when required</p>	
<p>To continue to train staff to</p>	<p>SENCO to review the needs of children and provide training where necessary</p>	<p>Ongoing</p>	<p>SENCO</p>	<p>Cost of SLT time for SENCO</p>	

enable them to meet the needs of children with a range of SEN so that they can meet their needs personally	Where specialist advice is required, SENCO to identify this and arrange the appropriate and relevant training from outside agencies	Ongoing	SENCO	Cost of SLT time for SENCO	
	SEND support plans and care plans are reviewed termly to identify and training needs required.	Termly	SENCO/class teachers	Cost of SLT time for SENCO	
Ensure appropriate use of specialised equipment for individual pupils and staff	SENCO to work with outside agencies to ensure correct equipment is used and is being used effectively.	Ongoing	SENCO	Cost of SLT time for SENCO	
	Audit current resources and deploy to children appropriate equipment so that they are supported in accessing the curriculum	March 2020	SENCO	Cost of SLT time for SENCO	
Sensory provision to be available throughout school for those children who have various sensory needs	Foundation Stage to develop sensory area which all foundation children can access	March 2020	Foundation team	£12 p/h	
	Sensory circuits to be delivered weekly for children who require sensory breaks	Weekly	Teaching assistant		
	Bespoke sensory diet to be created and identified for individual children through SEND reviews	Termly	Class teachers/SENCO	Cost of SLT time for SENCO	
	Emergency sensory boxes to be deployed in key stage shared areas to support children as and when required	March 2020	SENCO	Cost of appropriate resources	
Early	SENCO to research effective diagnostic	March	SENCO	Cost of licensing	

<p>identification and diagnostic tools to identify special educational needs for a pupil in order to plan appropriate provision to meet their needs</p>	<p>tools</p> <p>Appropriate training to be delivered on administering diagnostic tools once purchased</p> <p>Applied psychologists invested to provide assessments, advice and training to support SEND. This is in addition to LA Educational Psychologist</p>	<p>2020</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>Exectutive head teacher</p>	<p>Cost of SLT time for SENCO and teaching assistants £12 p/h</p> <p>Cost of external EP's</p>	
<p>Section 2 :</p> <p>Access to the school site/physical environment</p>					
<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<p>Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.</p>	<p>Ongoing</p>	<p>Govenors/Head of School/Executive Head/Care taker/Business manager</p>	<p>To be identified upon audit</p>	
<p>Ensure that restrictions are not limited</p>	<p>Staff who support/teach children with a medical need/care plan/personal evacuation plan/risk assessment in place</p>	<p>Ongoing</p>	<p>SENCO</p>	<p>Cost of SLT time for SENCO</p>	

within the classroom and outdoor environments	<p>will be trained and will be aware of procedures in place in case of an emergency, such as a fire.</p> <p>Audit of classrooms to be conducted to ensure that there are no restrictions in place for those children with a physical disability and that there are no safety hazards e.g. items on floor</p>		Class teachers/site manager		
To develop staff understanding of the impact of disability and the needs of others	Continued CPD and delivery of disability awareness training for all staff	July 2020	SENCO	Cost of SLT time for SENCO	
To ensure site is accessible for parents with physical disabilities for events	<p>Regular checks of site to ensure it is easily accessible for parents with any physical disabilities</p> <p>Include special requirements for parents/carers in invites to school for open events etc. For example, disabled access for wheelchair and mobility scooters.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Site manager</p> <p>Head of school</p>		
Section 3 : Access to information					
Information is relevant and up to date, identifying and sign posting forms of	<p>Notice boards to be visible in the school reception area, sign posting parents to relevant support</p> <p>Website to be continuously updated and relevant information to be accessible for all</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>Head of School/SENCO/IT</p>		

support for parents with children with additional needs	<p>Twitter to be updated with advice and support from outside agencies</p> <p>Ensure EAL specialist support staff are involved in translating information as and when required</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>manager</p> <p>SENCO to share when information is provided</p> <p>EAL support staff</p>	<p>£12 p/h</p>	
Ensure that all parents and other members of the school community can access information	Written information to be provided in alternative formats as and when required i.e. text message sin alternative languages/use of google translate/expertise of staff/use of interpreters	Ongoing	Head of school		
To develop effective EAL support in school	<p>Support staff employed who can speak alternative language/Polish to support children and parents when required</p> <p>Contineu to use effective use of the EALIP program to support children who are learning English as n additional language – staff to be trained as appropriate</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Support staff</p> <p>Support staff</p>	<p>£12 p/h</p> <p>£12 p/h</p>	