

Stanford in the Vale CE Primary School Access Plan 2016 - 2019

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled;
- increasing the extent to which disabled pupils can participate in the school curriculum;

Physical Access

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation by whom and when
To ensure that there are no physical barriers to access for pupils with disabilities	<ul style="list-style-type: none"> • Review fire evacuation procedures in line with peeps where necessary • Teachers with chn with disabilities to inform SENCo if any issues of access or mobility arise. 	H and S governor x 3 a year at Resources committee At SEN reviews x 3 a year	Head Teacher in line with health and safety policy	None	
To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment as and when appropriate specific to individual children, including classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc.	<ul style="list-style-type: none"> • Establish whole school system of identifying children with physical difficulties – September INSETs and staff meetings. • Teachers to review chn’s seating positions in respect of changes to noise in classrooms, e.g. open window..... 	Termly review of children needing access arrangements. Class teachers and SENCo	SENCo	None	
To ensure chn with disabilities have appropriate equipment to access their learning	<ul style="list-style-type: none"> • School to purchase any additional furniture/equipment needed. • Individual lap-tops available for use 	SENCo/ Head Teacher	SENCo/Head teacher	Possible costs if new equipment needed	

Access to Information

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation by whom and when
To enable parents with IT difficulties to access information sent from school, e.g class letters, newsletters, providing Parentmail access in the school day, Classroom Monitor Reports	<ul style="list-style-type: none"> • To identify parents who have IT access difficulties. • Head to meet with identified parents and discuss concerns/problems they have with accessing information. • Establish a school system for recording if a parent has a disability or difficulty accessing information. • Office to keep note of parents preferred method of communication and report back to Class Teachers. • Head to liaise with office staff about alternative methods of communication 	<p>Head teacher</p> <p>Head teacher / Foundation Stage teacher to review new admissions – Term 6 each year</p>	Head teacher and SLT	None	
To ensure all parents, especially those who are unable to come to school because of physical difficulties, can easily access information about school policies, homework and specific data relating to their child on-line	<ul style="list-style-type: none"> • Policies to be published on website • Class teachers to ensure homework is published on a weekly basis, with clear instructions to help children who have SEND. • Look into the possibility of a translate facility on the school website. 	Co-ordinators Class Teachers	Head teacher and Mrs Turner	Possible cost for translate facility	
To ensure parents of children with SEND have access to relevant information about where to access help and support, both from school and from external agencies	<ul style="list-style-type: none"> • Use of Home School Community Link Worker to support children and families. • Advertise Mrs Peel as our school ELSA. • Ensure SEND local offer on website. 	Head teacher / SENCo	Head teacher / SENCo	ELSA Training costs	

Access to Curriculum

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation by whom and when
To meet the range of children's needs with SEN across the school	<ul style="list-style-type: none"> To access outreach support if needed to work with individuals who have specific SEN needs. To provide updates and training for staff regularly when a child with a new and different needs enters our school Increase TA provision as necessary to meet the wide range of needs To ensure early identification of children with learning difficulties/additional needs in order to develop a more proactive approach to provision To use Ed Psych support when necessary. 	SENCo in conjunction with Class Teachers SENCo SENCo	Head Teacher, SENCo and FS Teachers	Cost of staff training when needed	
To remove barriers to learning for children with SEN	<ul style="list-style-type: none"> Use of ELSA, HSCLW and Peer Mentoring to encourage children to identify and work on removing their difficulties. High levels of pastoral support from teachers / Head teacher / support staff to encourage and nurture. 	Head teacher / SENCo to manage timetables for ELSA / HSCLW Mrs Webb to manage peer mentoring.	Head teacher / SENCo	Cost of staff training when needed	
Ensure class teachers plan a range of activities employing different learning strategies which appeal to a wide range of learners.	<ul style="list-style-type: none"> PPA time used effectively. Assistant Head carries out learning walks/scrutinies to identify strengths and weaknesses and from there identify targeted support. Senior Leaders monitor planning and books for different learning strategies that meet the needs of the children and from there identify targeted support. 	Teachers and SLT	SLT	None	
Ensure children have the right resources to be able to learn effectively.	<ul style="list-style-type: none"> Regular staff meetings to review pupils and discuss their needs. Resources identified and ordered. Class teachers have class sheets to identify individual needs and specific provision. 	Head teacher and teachers	Head teacher	£500.00	