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| <p><b>Access Plan 2014-2017</b><br/>Inclusion: Our school aim is to provide equal opportunities and improve access to education for children with special needs throughout the school.</p> | <p>From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation'.</p> | <p>Access plans should:<br/>Increase the extent to which disabled pupils can participate in the curriculum.<br/>Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.<br/>Improve the availability of accessible information to disabled pupils.</p> | <p>Access plan written by A Fielder (SENCO) September 2016<br/><br/>Access plan to be monitored by Head Teacher/SEN Governor</p> |
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Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.  
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:  
(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or  
(b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.  
The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

| Area              | Task  | Lead Person               | Resources and timeline   | Monitoring   |
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| <b>Curriculum</b> | <p>Termly analysis of progress data to ensure pupils with SEN are making at least expected progress.<br/>Termly analysis of progress data to ensure pupils with SEN are making at least expected progress.</p> <p>Progress of SEN children to be monitored using appropriate tracker (APS, PIVATS, B'Squared, Developmental journal.)</p> | <p>SENCo</p> <p>SENCo</p> | <p>Management time each term. Report to be produced.<br/>Children's individual tracking systems to be identified at handover. Tracking to be completed at least termly.</p> <p>Allocation of TA/Carer support matched to individual needs.<br/>Provision mapping (termly staff meeting).</p> | <p>Children not making progress are identified and staff supported to implement appropriate strategies. All trackers are completed<br/>Individual children have appropriate hours of support. Provision maps are updated termly and uploaded to SEND server.</p> <p>Children with SEN/disabilities are</p> |

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|                                    | <p>Progress of SEN children to be monitored using appropriate tracker (LEAD data pack, PIVATS, B'Squared, Developmental journal.)</p> <p>All staff to be confident in assessing and recording 'small step' progress.</p> <p>Monitor that Place funding, AFN and HLN funding are being used effectively; enabling children with additional needs to access the curriculum.</p> <p>Ensure that planning (for all subjects) is being adapted to meet the individual needs of children with disabilities/SEN.</p> <p>Use provision mapping/intervention trackers to monitor which SEN interventions are being run, when they are being run and which children are accessing them. Measure impact through analysis of data.</p> <p>Monitor the use of inclusive technology in school.</p> | <p>SENCo</p> <p>SENCo/Head</p> <p>SENCo/Deputy Head</p> <p>SENCo in consultation with Phase Leaders</p> <p>SENCo/Head</p> <p>SENCo/Deputy Head</p> | <p>Planning audit (annually). Planning adapted at weekly planning meetings by year group teams. Termly management time to analyse trackers and produce report.</p> <p>List of children and the equipment which has been loaned to the school to be set up and maintained.</p> <p>Analysis of provision maps/planning audit/work scrutiny.</p>                             | <p>accessing the curriculum (at appropriate level). Individual plans in place to work on specific targets/life skills where more appropriate.</p> <p>Be able to identify which interventions have most impact. Individual children are using technology provided for them to access curriculum.</p> <p>Children identified with difficulties in writing are using alternative means of recording</p>  |
| <p><b>Physical Environment</b></p> | <p>Ensure that any necessary adaptations are made to classrooms in readiness for a child in a wheelchair and then any subsequent children with disabilities.</p> <p>Plan most appropriate route of progression through school for children with physical disabilities.</p> <p>Ensure that all reasonable adjustments are made to allow children with SEN/disabilities to participate in extra-curricular activities (including trips, after school clubs, inter-family sports events).</p> <p>Individual timetables for children with physical disabilities are carefully planned to ensure disruption to curriculum time is</p>   | <p>SENCo/Head</p> <p>SENCo/Head</p> <p>SENCo and staff leading activity</p> <p>SENCo/Class teachers and TA's where applicable</p>                  | <p>Discuss at key transition points. Events are planned well in advance to that adjustments can be made. E.g adapted bus, extra staff, adapted activities etc. Timetables are reviewed and amended where necessary. Changes to be discussed in termly review meetings. Small extension to building to be added for additional storage. Storage of all equipment to be</p> | <p>Identified child will be able to access all areas. Children with physical disabilities are in the most appropriate classroom. Children are included in extra-curricular activities. Children access physio, medical input, and toileting support at most appropriate times of the day. Evaluate storage facilities to ensure they meet needs of children and Health &amp; Safety requirements.</p> |

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|                      | <p>minimized and congestion in certain areas (disabled toilet, physio room etc) is avoided.</p> <p>Storage:-<br/>Plan to make adaptations for storage of equipment for children with disabilities<br/>Ensure storage of equipment complies with Health &amp; Safety requirements.</p>   | SENCo/Head  |  |  |
| <b>Communication</b> | <p>Continue with strategies appropriate to 'dyslexia friendly schools' (eg buff coloured paper, early screening where there are concerns).</p> <p>To hold pre-admission meetings for all children with significant needs prior to entry.</p> <p>Structured conversations to be held twice yearly for the parents of SEND support children (and FSM).<br/>Termly multi-agency meetings to be held for children with significant SEND needs</p> | <p>SENCo</p> <p>SENCo/Deputy Head</p> <p>SENCo</p> <p>SENCo</p> | <p>Annual update for staff and additional support where necessary<br/>All interested parties to meet termly.</p> <p>Time to complete assessments as appropriate (funded from SEN budget-FNF)</p> <p>Meetings to be organised when necessary.</p> <p>Termly meetings.</p> <p>Management time to organise.</p> <p>Management time to chair meetings.</p> | <p>All children with dyslexic tendencies are able to access all areas of the curriculum.</p> <p>Children are screened where concerns have been raised.</p> <p>Full dyslexia assessments completed where appropriate.</p> <p>Appropriate provision is in place prior to child starting at school.</p> <p>All school stake holders are consulted about inclusion issues.</p> <p>Targets (learning and wider outcomes) are set in discussion with parents.<br/>Agencies work collaboratively to set targets and monitor progress of SEND children</p> |