

## Access Planning Template for Period 2020-21 and 2022-2023

Lead member of staff: Sarah Hall      Date: 15/12/2020

***Date of Review:***                      12/12/2020

***Name of Reviewer:***                Sarah Hall

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

**Marshland 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>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>SENCO</p> <p>SENCO</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>	
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To continue to train staff to enable them to meet the needs of children with a range of SEN so that they can meet their needs personally	SENCO to review the needs of children and provide training where necessary	Ongoing	SENCO	Cost of SLT time for SENCO	
	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 2022	SENCO	Cost of SLT time for SENCO	

<p>Sensory provision to be available throughout school for those children who have various sensory needs</p>	<p>Develop sensory area which all foundation children can access</p> <p>Bespoke sensory diet to be created and identified for individual children through SEND reviews</p> <p>Emergency sensory boxes to be deployed in key stage shared areas to support children as and when required</p>	<p>March 2021</p> <p>Termly</p> <p>Ongoing</p>	<p>Inclusion Lead</p> <p>Class teachers/SENCO</p> <p>SENCO</p>	<p>Cost of SLT time for SENCO</p> <p>Cost of appropriate resources</p>	
<p>Early identification and diagnostic tools to identify special educational needs for a pupil in order to plan appropriate provision to meet their needs</p>	<p>SENCO to research effective diagnostic tools</p> <p>Appropriate training to be delivered on administering diagnostic tools once purchased</p>	<p>March 2022</p> <p>Ongoing</p>	<p>SENCO</p> <p>SENCO</p>	<p>Cost of licensing</p> <p>Cost of SLT time for SENCO and teaching assistants £12 p/h</p>	

**Section 2 :  
Access to the school site/physical environment**

<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>Governors/ Head of School/ Executive Head/ Care taker/ Business manager</p>	<p>To be identified upon audit</p>	
<p>Ensure that restrictions are not limited within the classroom and outdoor environments</p>	<p>Staff who support/teach children with a medical need/care plan/personal evacuation plan/risk assessment in place 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>	<p>Ongoing</p>	<p>SENCO</p> <p>Class teachers/ site manager</p>	<p>Cost of SLT time for SENCO</p>	

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 2022	SENCO	Cost of SLT time for SENCO	
To ensure site is accessible for parents with physical disabilities for events	Regular checks of site to ensure it is easily accessible for parents with any physical disabilities	Ongoing	Site manager		
	Include special requirements for parents/carers in invites to school for open events etc. For example, disabled access for wheelchair and mobility scooters.	Ongoing	Head of school		
<b>Section 3 : Access to information</b>					
Information is relevant and up to date, identifying and sign posting forms of	Notice boards to be visible in the school reception area, sign posting parents to relevant support	Ongoing	SENCO		
	Website to be continuously updated and relevant information to be accessible for all	Ongoing	Head of School/SENCO/IT		

support for parents with children with additional needs	Twitter to be updated with advice and support from outside agencies	Ongoing	manager  SENCO to share when information is provided		
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		