



# ACCESS PLAN

**Policy Updated: March 2024**

**Future Review: March 2027**

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#### **Our Mission Statement**

We are a warm, welcoming village school where all the pupils receive high quality pastoral care and are able to access a broad, challenging and exciting curriculum. All pupils are encouraged to 'be the best they can be' and to care for others in the community.

#### **Our Vision – "Caring For All"**

As the good shepherd cared for and loved all his sheep, our vision is to nurture and respect all within our safe, Christian community. We seek to create successful learners, resilient individuals and responsible citizens who are equipped as thoughtful advocates and able to adapt and grow in an ever changing world

#### **Our Values**

**Love** – We show love by caring for others as well as ourselves, making a difference to our community and the world through our words and actions.

**Honesty** – We are honest with ourselves and others. We can rely on each other to truthfully do our best and to make the right choices. We trust each other to tell the truth, even when it is difficult to do so.

**Respect** – We have respect for ourselves and others. We understand that we are all different and celebrate our uniqueness. We embrace our differences and we strive to care for each other and ourselves.

#### **Curriculum Intent**

At Longcot and Fernham CE Primary School, we want our pupils to love learning; be excited, passionate and challenged by our deep, rich curriculum; and prepared for the next stage of learning.



## Longcot and Fernham C of E Primary School Access Plan 2024-2027

### 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
To ensure that there are no practical or physical barriers to access for pupils with disabilities as far as is possible	<ul style="list-style-type: none"> <li>• Review fire evacuation procedures in line with Personal Evacuation Plans where necessary</li> <li>• Teachers with children with disabilities to inform SENCo if any issues of access or mobility arise.</li> <li>• Ensure school premises are easy to access for all, making alterations / adaptations when necessary. Hand rails in place / floor areas kept clear.</li> <li>• Seek expert advice re. adaptations as required.</li> </ul>	<p>H and S governor autumn term walk around</p> <p>At SEN reviews x 3 a year</p>	HT / Central team in line with health and safety policy	As required from premises budget (£500 assumed)	.



Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation
<p>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.</p>	<ul style="list-style-type: none"> <li>Establish whole school system of identifying children with physical / visual / hearing difficulties – termly staff meetings.</li> <li>Teachers to review children's seating positions in respect of changes to noise in classrooms, e.g. open window, air conditioning units, fans and proximity to board / teacher</li> <li>Purchase of privacy screens for children requiring removal of sensory distraction at focus times</li> <li>Review of environments with SEND/ Inclusion in mind to ensure overwhelm is reduced (consider dyslexia friendly approach throughout)</li> </ul>	<p>Termly review of children needing access arrangements. Class teachers</p>	<p>SENDCo and Headteacher</p>	<p>£300 - staff CPD and resource materials</p>	
<p>To ensure children with disabilities have appropriate equipment to access their learning</p>	<ul style="list-style-type: none"> <li>Review of environments with SEND/ Inclusion in mind to ensure overwhelm is reduced (consider dyslexia friendly approach throughout)</li> <li>School to purchase any additional furniture/equipment as needed.</li> </ul>	<p>SENDCo / Head as and when required</p>	<p>SENDCo/ HT</p>	<p>Possible costs if new equipment needed</p>	



Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation
	<ul style="list-style-type: none"> <li>Individual lap-tops available for use</li> <li>Specialist chair for child with mobility difficulties.</li> </ul>				

### 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 access difficulties/ communication difficulties or EAL to access information sent from school, e.g. class letters, newsletters, providing Parentpay access in the school day	<ul style="list-style-type: none"> <li>To identify parents who have IT access difficulties.</li> <li>Administrator, Headteacher or Class teachers to meet with identified parents and discuss and concerns/problems they have with accessing information.</li> <li>Establish a school system for recording if a parent has a disability or difficulty accessing information.</li> <li>Office to keep note of parents preferred method of communication and report back to Class Teachers.</li> </ul>	Administrator to ensure enrolment form for admissions covers parental access requirements	HT by end of each September	None	



Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation by whom and when
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"> <li>• Policies to be published on website</li> <li>• Class teachers to ensure homework is published on a weekly basis, with clear instructions to help children who have LDD/EAL</li> <li>• Translate facility on school website</li> </ul>	Subject Leaders  Class Teachers  Administrator to ensure policies available	HT	None	
To ensure parents of children with LDD/EAL 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"> <li>• Ensure SEND school and local offer on website and signpost in newsletter.</li> <li>• SENDCo to share information as appropriate to signpost and support, including Trust Family Support Worker and Inclusion Lead.</li> </ul>	SENCO and Head teacher	HT	None	

## 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 SEND across the school	<ul style="list-style-type: none"> <li>• To access outreach support if needed to work with individuals who have specific SEND needs.</li> <li>• To provide updates and training for staff when a child with additional needs enters the school</li> <li>• Provide high quality CPD for Teaching Assistants to ensure provision meets the range of needs</li> <li>• To ensure early identification of children with SEND in order to develop a more proactive approach to provision – use of moderation descriptors</li> <li>• To buy in and use Ed Psych support from OCC and visiting SENCO/ Inclusion lead visits to seek advice when necessary.</li> <li>• School wide use of Zones of regulation to support SEND SEMH needs</li> <li>• Ensure all staff understand SEND provision, process and graduated response</li> </ul>	Inclusion manager / Head teacher in conjunction with Class Teachers	HT and Trust leads	Cost of staff training as required (membership of the National College)- assumed £300 CPD costs  Ed Psych OCC time (approx. £1800 p/a)	
To remove barriers to learning for children with SEND	<ul style="list-style-type: none"> <li>• High levels of pastoral support from teachers/ Head / support staff to encourage and nurture SEND pupils.</li> </ul>		HT / Inclusion manager	Cost of staff training when needed	



Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation by whom and when
	<ul style="list-style-type: none"> <li>• CPD for all staff around SEND and adaptive approaches.</li> <li>• Fortnightly Support Staff training sessions from HT and SENDCo</li> <li>• Adopt an 'Every Interaction is an Intervention' approach supporting class based support</li> <li>• Develop Class profiles for clarity on where support should be prioritised.</li> <li>• School wide use of Zones of regulation to support SEND SEMH needs</li> </ul>			Zones of Regulation resourcing – approx £100	
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"> <li>• PPA time used effectively.</li> <li>• Learning walk, lesson observations and pupil books study with SEND children to monitor quality of provision and advise effectively.</li> <li>• SEND focussed and relevant training for all staff</li> <li>• CPD on adaptive practice</li> <li>• Use of adapted success criteria for learning tasks</li> </ul>	Teachers	Head – monitoring	SLT Staff time for monitoring	



Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation by whom and when
Ensure children have the right resources to be able to learn effectively.	<ul style="list-style-type: none"> <li>• Termly staff meetings to review pupils and discuss their needs.</li> <li>• Resources identified and ordered.</li> <li>• Class teachers write individual provision sheets which detail specific provision.</li> <li>• Be aware of software packages to assist learning eg Clickr, RNIB Bookshare etc</li> </ul>	Head / teacher and SENDCo	Headteacher	As required  £300 - privacy screens, wobble cushions, resistance chair bands, overlays etc	
Ensure all SEND pupils can take part in the full curriculum, including enrichment activities during and outside of the school day	<ul style="list-style-type: none"> <li>• Encouragement for SEND pupils to take part in extra-curricular activities.</li> <li>• Additional adult support provided if necessary.</li> <li>• Parents welcomed to support if available.</li> <li>• Risk assessments carried out where necessary.</li> </ul>	Class teachers, EVC and Admin staff organising activities	Head	As needed – staffing costs to support	