

Holymead Primary School Access Plan March 2020-2022

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success criteria
Short term	1.School is aware of the access needs of SEND pupils, staff and parents/carers	a) Write Access Plans for individual SEND pupils as part of IEP process. Share with staff and parent/carers	On-going	SENCO	Individual plans in place for all SEND pupils and all staff aware of all pupils' access needs.
		b) Use confidential survey (on the Source) for staff and governors to ascertain access needs and make sure they are met in meetings etc.	July 2021	Headteacher	Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings.
		c) Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	On-going	SBM/ Headteacher	Parents able to access fully all school activities.
	2.School staff are better aware of access issues	a) Ensure relevant staff are aware of Environment Access Standard and Equality Act 2010	On-going	Headteacher	Access issues not influencing recruitment and retention decisions.
		b) All contractors doing R&M to work to BCC Environment Access Standard	On-going	School Business Manager	On-going improvements in access to all areas in R&M works.

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	3. To ensure SEND pupils are placed in classrooms where their needs can be met.	c) If necessary avoid placing pupils in reception rooms at the rear of infant site.	On-going	Headteacher/ Bursar	Access needs of all children addressed.
	4. Ensure that all SEND pupils can be safely evacuated.	d) Put in place Personal Emergency Evacuation Plans for all children who need them	On-going	SENCO	All SEND pupils and staff working with them are safe and confident in event of evacuation/lock down.
	Targets	Strategies	Timescale	Responsibility	Success criteria
Medium term	1. Re-paint classrooms in colours with suitable contrasting woodwork.	a) When classes are painted under R & M, include contrasting colours for skirting boards, door frames and door handles.	On-going	Headteacher	Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.
Long term					
	1. New Holymead Hub- improve the access slope.	Investigate cost of re-designing the Hub entrance.	Contractors have been invited. Covid means waiting for work to start.	Headteacher Surveyor	People able to access Hub and enter independently.

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short Term	1. Ensure LSAs have access to specific training on disability issues	a) Use PM to identify LSA training needs and inform CPD b) LSAs to access relevant training each year	INSET training on Autism Jan 2021. Team Teach updates for individuals	SENCO Team Leaders	Raised understanding of LSAs.
	2. Ensure all staff are aware of SEND pupils' curriculum access	a) Set up individual access plans for SEND children where necessary b) Share all relevant information through staff meetings	On-going	SENCO	All staff aware of individual pupils' access needs.
	3. Ensure SEND children participate equally in after school and lunch time activities	Monitor participation in activities at lunch and after school by SEND children	Monitoring suspended due to changing Covid circumstances	Deputy head	SEND pupils confident and able to participate equally in out of school activities. Covid restrictions- pupils may still access clubs as respite or if parents are in work or training.
	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in policy reviews b) Share resources – books/posters/artefacts etc at staff meeting	On-going	Deputy Head/ Headteacher SENCO	Disability equality across all curriculum areas.
	2. Develop and maintain links with local special	a) Organise opportunities for Special Needs LSAs to observe at local special	On-going	SENCO	Increased confidence of staff in developing their curriculum area accessibly.

	schools/units to improve understanding of curriculum	schools or units.			
Long Term	1. Ensure all staff have read and follow the Equality Policy and Plan	a) Ensure new staff access CPD courses b) Share Access plan with all staff via email	On-going	Head	All staff work from a disability equality perspective.

Access to Information

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short Term	1. Review information to parents/carers to ensure it is accessible	a) Review all letters home to check in Plain English b) Produce newsletter in alternative formats e.g. large print on request	On-going	Headteacher	All parents getting information in format that they can access.
	2. Inclusive discussion of access to information in all SEND reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews	On-going	SENCO	Staff more aware of pupils' preferred methods of communication.
	3. Provide books and resources suitable for pupil needs eg i-pad linked to IWB for individual pupils, blue paper books for dyslexic pupils and large print	Bursar to order necessary resources. School to supply specialist equipment eg i-pads	On-going	Bursar	Work clearly accessible to all children and adults.

Medium Term	Targets	Strategies	Timescale	Responsibilities	Success criteria
	1. Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles. DART-making pupils aware of next steps.	On-going	All teachers	Children able to articulate their access needs and understand their own learning styles.
	2. Classrooms have visual time table for the day so pupils can see what they are going to be learning and when lunchtime etc is	a) Go through visual time table at the start of the day	On-going	All teachers	Children understand what is going to be happening and when so they are aware of routines and changes to routines
	Targets	Strategies	Timescale	Responsibilities	Success criteria
Long Term	1. Review signs in school to include Makaton Symbols as and when necessary.	a) Written signs include Makaton symbols b) Put symbols onto displays to enhance text	July 2021	EYFS lead for both sites	Every one can understand signage and find way around school.