



Disability Access Plan 2019-20

These objectives address the three areas of improving access to:

- The physical environment
- Access to education, benefits, facilities and services
- Access to information

Generic Actions

Based upon information given, and advice received from other professionals, the school will make reasonable adjustments and arrangements to ensure pupils have full access. e.g. ensuring that the pupil is taught in rooms with appropriate access and facilities, ensuring that appropriate physical resources/auxiliary aids are available, and ensuring that the furniture arrangement is appropriate. Such adjustments will usually be made when planning class bases, teaching groups and prior to the pupil starting school or when an assessment and advice has been gained from another professional.

Target/Objective	Tasks/Activities	Time	Finance	Responsibility	Monitoring	Success Criteria	Evaluation (Judgement of impact)
<p>Improvements to Physical Environment</p> <p><u>Audit Need</u></p> <p>Identify needs and actions for future improvements regarding access to school buildings/ classrooms</p>	<p>Audit current status and areas for development.</p> <ul style="list-style-type: none"> • New building – access 	Autumn Term 2019	No cost	SENCo / All teaching Staff	SENCo / HT	Plans are created and time scale for completion.	
<p><u>Premises</u></p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<p>Review personal evacuation plans and fire safety.</p> <p>Evaluate and improve signage of evacuation procedures, internet safety, fire drill etc.</p> <p>Ensure changes of levels are clear for those with visual impairment.</p> <p>Replace door sill on entrance to mobile with small slope, or purchase portable ramp, to make the room more accessible to wheelchair</p>	Autumn Term 2019	<p>Cost of replacement signage</p> <p>Cost of slope.</p>	Health and Safety Co-ordinator.	HT	<p>PEEPs are up to date.</p> <p>Signage is clear.</p>	

	users.						
<u>Building Plans</u> Ensure any building are accessible to wheelchair users	Accessibility planned for when any building or access work is planned. Amendment to access into mobile (see aforementioned note).	Ongoing	Cost of building	HT	HT / SENCo and Governors	Access to buildings is possible.	
Access to the Curriculum <u>Quality First Teaching</u> Increase knowledge of current needs within school. Reflect identified areas of need in lesson planning, resourcing and delivery.	Reinforce responsibilities of all teachers as outlined in 2014 Code of Practice. Circulate "Reasonable Adjustments" Classroom Checklist to all staff and information about strategies to overcome barriers to achievement for specific learning needs and disabilities. Ensure all classrooms and resources are organised in accordance with pupil need (word sheets, physical resources, etc). Ongoing programme of staff training (for individuals or whole staff) on disability awareness to reflect diverse needs of students within the school and anticipatory duties, e.g. dyslexia, speech and language, autism, etc. Arrange 'signalong' training for Foundation Stage/KS1 teachers and TAs. Health Plan training as and when required (diabetes, epi-pen, etc) Purchase resources where appropriate, to increase pupil participation/access to curriculum, e.g. OT materials, coloured overlays.	Ongoing Sept 2019 Spring term 2020 Spring 2019 On-going throughout the year	Cost of resources. Staff meeting time.	SENCo / HT monitoring.	HT / SMT	Quality First Teaching evident in all classrooms, reflecting the diverse needs in class. Staff more confident in providing for pupils with effective support.	
Access to the Curriculum	Review current software to support pupils with SEN. Update computing technology and purchase	Ongoing January	None Cost of	SENCo / ICT Co-ordinator	SENCo / SMT/ HT	Staff more confident in understanding use of ICT	

<p>ICT</p> <p>Ensure access to assistive ICT technology appropriate for pupils with disabilities</p>	<p>dyslexia friendly software.</p> <p>Where appropriate make referrals to Access Through Technology.</p> <p>For pupils with physical/writing difficulties, targeted intervention on keyboard skills to be given where appropriate, and alternative provision considered for recording work.</p> <p>Where needs identified, Clicker/ICT programmes (e.g. text to speech) to be used for children with physical writing difficulties.</p>	<p>2019</p> <p>Ongoing</p> <p>Ongoing</p>	<p>software, e.g. Clicker 5</p>		<p>Intervention records/ Provision mapping given to SENCo/HT</p> <p>ICT use for pupils is identified on IEPs/ curriculum planning</p>	<p>resources.</p> <p>Pupils are able to use ICT more effectively in written work, with an increase in typing speed and accuracy.</p>	
<p>Access to the Curriculum</p> <p><u>Exam access</u></p> <p>Pupils have equal access to tasks/exams</p>	<p>Ensure staff are aware of the protocols and modifications appropriate for different types of need during assessment situations as specified in DfE Guidance.</p> <p>Ensure modifications/ changes to exams are applied for.</p>	<p>Ongoing</p> <p>Any applications by end of Feb 2020</p>	<p>None</p>	<p>HT/SENCo/ Assessment Co-ordinators/Y6 Teachers</p>	<p>Evidence of relevant provision being made is noted in plans/IEPs e.g. extra time, work breaks, large print, use of ICT.</p> <p>Applications for exam modifications, etc completed.</p>	<p>Children are receiving appropriate intervention and provision in assessments.</p>	
<p>Access to wider curriculum</p> <p><u>Increase participation in school activities.</u></p>	<p>Monitor participation of pupils with disabilities in extra-curricular activities and identify any barriers.</p> <p>Ensure school activities are accessible to all students and extra staffing provided where appropriate.</p> <p>Involvement of pupils in Cluster SEN events.</p> <p>All residential visits organised with disability provision and accessibility in mind.</p>	<p>Ongoing</p>	<p>Cost of additional cover if required.</p>	<p>HT/SMT/SENCo</p>	<p>Register of pupils involved in activities.</p>	<p>Pupils are involved.</p>	

<p><u>Access to information</u></p> <p>Newsletters and school documents are available in alternative formats.</p>	<p>Where required, alternative versions of school information is to be provided.</p> <p>Use of ParentMail to provide information to parents, including newsletters.</p> <p>Norfolk Family Voice newsletters put in entrance to school each term. This support service sign-posted in School Information Report and in School Newsletters.</p>	<p>Ongoing</p> <p>Each term</p>	<p>Cost of printing</p>	<p>HT/ SENCo/ Secretarial Staff</p>	<p>ParentMail uptake is good.</p>	<p>Improved communication with parents/carers.</p>	
<p><u>Access to Information and Pastoral Support</u></p> <p>Vulnerable Pupils and Families receive pastoral support and advice</p>	<p>Continued employment of a Christian Pastoral Support Worker to liaise and support families. CPSW supports pupils and families with accessing support. Nurture activities are run. 1:1 pastoral sessions held.</p> <p>Development of Nurture room and provision with additional TA in the mornings to support CPSW deliver pastoral provision.</p>	<p>Ongoing</p>	<p>Cost of CPSW</p>	<p>HT / SMT</p>	<p>Evidence of effectiveness – caseload notes shared with SMT.</p> <p>Families and children feel supported.</p> <p>Referrals and support services are gained for families.</p>	<p>Families are further supported.</p>	