



Reviewed 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>Entrance to different parts of the building evaluated.</p> <p>Rooms reconfigured to create an accessible meeting room for visitors with disabilities Aug/Sept 2020.</p>
<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 users.</p>	Autumn Term 2019	<p>Cost of replacement signage</p> <p>Cost of slope.</p>	Health and Safety Coordinator.	HT	<p>PEEPs are up to date.</p> <p>Signage is clear.</p>	<p>PEEPs in place and tested as part of fire evacuation drills.</p> <p>As aforementioned, a meeting room has been created ensuring access for wheelchair users.</p>

<p><u>Building Plans</u></p> <p>Ensure any building are accessible to wheelchair users</p>	<p>Accessibility planned for when any building or access work is planned.</p> <p>Amendment to access into mobile (see aforementioned note).</p>	<p>Ongoing</p>	<p>Cost of building</p>	<p>HT</p>	<p>HT / SENCo and Governors</p>	<p>Access to buildings is possible.</p>	<p>No significant restructuring or modifications to the school buildings were planned.</p>
<p>Access to the Curriculum</p> <p><u>Quality First Teaching</u></p> <p>Increase knowledge of current needs within school.</p> <p>Reflect identified areas of need in lesson planning, resourcing and delivery.</p>	<p>Reinforce responsibilities of all teachers as outlined in 2014 Code of Practice.</p> <p>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 pupils' needs (word sheets, physical resources, etc).</p> <p>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.</p> <p>Arrange 'signalong' training for Foundation Stage/KS1 teachers and TAs.</p> <p>Health Plan training as and when required (diabetes, epi-pen, etc)</p> <p>Purchase resources where appropriate, to increase pupil participation/access to curriculum, e.g. OT materials, coloured overlays.</p>	<p>Ongoing</p> <p>Sept 2019</p> <p>Spring term 2020</p> <p>Spring 2019</p> <p>On-going throughout the year</p>	<p>Cost of resources.</p> <p>Staff meeting time.</p>	<p>SENCo / HT monitoring.</p>	<p>HT / SMT</p>	<p>Quality First Teaching evident in all classrooms, reflecting the diverse needs in class.</p> <p>Staff more confident in providing for pupils with effective support.</p>	<p>All Teaching and TA staff undertook an e-learning course on the Code of Practice: March - July. Some staff have accessed other SEN e-learning modules.</p> <p>Relevant staff received Epilepsy training.</p> <p>Where required, additional resources have been purchased, including coloured overlays, materials to develop fine motor skills, sensory materials, additional Maths/English books. Resources were also purchased and a room restructured to create an additional base for pupils with high needs.</p>
<p>Access to the Curriculum</p>	<p>Review current software to support pupils with SEN.</p>	<p>Ongoing</p>	<p>None</p>			<p>Staff are more confident in</p>	

<p><u>ICT</u></p> <p>Ensure access to assistive ICT technology appropriate for pupils with disabilities</p>	<p>Update computing technology and purchase 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>January 2019</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Cost of software, e.g. Clicker 5</p>	<p>SENCo / ICT Co-ordinator</p>	<p>SENCo / SMT/ HT</p> <p>Intervention records/ Provision mapping given to SENCo/HT</p> <p>ICT use for pupils is identified on IEPs/ curriculum planning</p>	<p>understanding use of ICT resources.</p> <p>Pupils are able to use ICT more effectively in written work, with an increase in typing speed and accuracy.</p>	<p>Updated Lucid Rapid assessment was purchased and being used to identify areas of specific literacy skills.</p> <p>Laptops and iPads available to support pupils with recording work.</p> <p>Academy is updated to chromebooks in line with google system now used.</p> <p>Google Classrooms being used to support home learning.</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/Y 6 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>Due to the Coronavirus Pandemic KS1 & 2 statutory assessments were cancelled.</p>
<p>Access to wider curriculum</p>	<p>Monitor participation of pupils with disabilities in extra-curricular activities and identify any barriers.</p>	<p>Ongoing</p>	<p>Cost of additional</p>	<p>HT/SMT/SENCo</p>	<p>Register of pupils</p>	<p>Pupils are involved.</p>	<p>All additional activities are accessible to pupils</p>

<p><u>Increase participation in school activities.</u></p>	<p>Ensure school activities are accessible to all students and extra staffing provided where appropriate. Involvement of pupils in Cluster SEN events. All residential visits organised with disability provision and accessibility in mind.</p>		<p>cover if required.</p>		<p>involved in activities.</p>		<p>with additional needs. Wider curriculum opportunities were disrupted by the Coronavirus Pandemic.</p>
<p><u>Access to information</u> Newsletters and school documents are available in alternative formats.</p>	<p>Where required, alternative versions of school information is to be provided. Use of ParentMail to provide information to parents, including newsletters. Norfolk Family Voice newsletters put in entrance to school each term. This support service sign-posted in the School Information Report and in School Newsletters.</p>	<p>Ongoing 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>Where requested alternative versions of information have been provided. Parentmail & MyEd is widely used to communicate with parents. Additional services are signposted in school communications and by our pastoral team.</p>
<p><u>Access to Information and Pastoral Support</u> 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. 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. Families and children feel supported. Referrals and support services are gained for families.</p>	<p>Families are further supported.</p>	<p>The pastoral team has continued to provide essential support for our vulnerable pupils and their families. During the period of COVID 19 Lockdown, the team kept weekly contact with our vulnerable families to check on their well-being and to offer support and advice, including delivery of food and supportive educational materials.</p>

