

St Mary's Catholic Primary School - Access Plan 2014-17

Access to the Physical Environment

	Targets	Strategies	Timescale	Personnel/Role	Success Criteria
SHORT TERM	School is aware of the access needs of children, staff, parents and regular visitors	Include questions in the confidential pupil information questionnaire about parent/carers' access needs.	Annually	Headteacher (lead + monitor)	Raise awareness and confidence of staff and Governors to meet access needs.
	School staff have greater awareness of access issues	Ensure staff are aware of access standards		Headteacher School Business Manager (lead + record)	Parents able to access fully all school activities
MEDIUM TERM	Keep area at front of school clear for disabled person's parking	Allocate area at front of school to be kept clear	Ongoing	Headteacher, staff and parents (Advise and Lead)	Accessible parking area for disabled staff/visitors Easy access for wheelchair/pushchair users
	Appropriate choice of school visit venues to include all pupils in the class. Pre-visit for risk assessment.	Reasonable steps taken to choose appropriate venues. EV to pre-visit to ascertain access at the venue for risk assessment and inclusion in activities.	Ongoing		Disabled pupils included in venue activities
LONG TERM	Ensure all fire escape routes are suitable for all	Install ramps to make level egress on all fire exits	July 2017	Headteacher Props Manager (Advise and Lead)	All staff, pupils and visitors to have safe independent egress in emergency

Access to the Curriculum

	Targets	Strategies	Timescale	Personnel/Role	Success Criteria
SHORT TERM	<p>Ensure all staff are aware of SEN children's curriculum access.</p> <p>Early identification of pupils needing LA support to increase access to school curriculum</p> <p>Differentiated shared sessions in class lessons to increase curricular access through the spoken word</p> <p>Keep Provision Map up to date</p>	<p>Share information with appropriate staff.</p> <p>Audit SEN resources and run training if necessary.</p> <p>Further develop listening skills for pupils and differentiated oral teaching for staff. (Expressive/receptive language skills)</p> <p>Appropriate support given to vulnerable pupils</p>	Ongoing	<p>SENCO Headteacher And All staff (Lead)</p>	<p>Pupils access needs satisfied</p> <p>Wider use of SEN resources in general lessons</p> <p>Improved listening skills in pupils; improved teaching techniques where all pupils are included.</p> <p>Progression of support in place for all. Pupils with additional needs make good progress.</p>
MEDIUM TERM	<p>Review curriculum to ensure all areas are accessible to all eg. PE</p>	<p>Gather information in accessible PE. Invite disabled sports people in for particular sessions.</p>	Ongoing	<p>Headteacher and Subject Co-ordinators (Lead and Monitor)</p>	<p>All pupils able to access curriculum</p> <p>Gradual introduction of disability issues into all areas of curriculum.</p>
LONGTERM	<p>Ensure all staff have appropriate training for working with pupils with disabilities..</p>	<p>Programme of training in place according to need.</p>	Ongoing	<p>Headteacher and Governors (Lead)</p>	<p>School is able to meet the needs of its disabled pupils.</p>

Access to Information

	Targets	Strategies	Timescale	Personnel/Role	Success Criteria
SHORT TERM	<p>Review information to parents/carers to ensure it is accessible</p> <p>Inclusive discussion of access to information in all annual reviews</p>	<p>Ask about parent/carer access needs when child admitted to school. Review all letters home-reading age, Plain English, alternative formats available.</p> <p>Ask parents/carers and children about access to information and preferred formats in all reviews.</p>	Ongoing	<p>Headteacher School Administrator (Lead and Monitor)</p> <p>SENCO Headteacher (Lead)</p>	<p>All parents accessing information in appropriate format</p> <p>Pupil's preferred method of communication know to all staff</p>
MEDIUM TERM	Providing information from outside agencies to parents of pupils with disabilities..	<p>Routinely distribute information from agencies who support parents/carers</p> <p>Establish a parents information board/forum to share issues</p>	If need arises	Headteacher SENCO (Lead)	Increased confidence of parents/carers to support their children's education
LONG TERM	Children become aware of their own learning styles and access needs.	Encourage pupils to express their access needs and explore learning styles.	Ongoing	Headteacher and Staff (Lead)	Children able to articulate their needs and understand their learning styles

