Access Plan

Area	Targets	Strategies	Outcome	Timeframe	Goal achieved
Curriculum	Staff are aware and skilled to teach and support all pupil. Staff make reasonable adjustments to the curriculum for pupils identified with SEND	Regularly review staff training needs through audit and ensure this aligns with pupil's needs. Complete training for staff including regular SEND updates and training for staff termly with time dedicated for this.	All teachers and teaching assistants are better equipped to meet the requirements of all pupil's needs with regards to accessing the curriculum and ensure Quality First and Adaptive Teaching. Pupils with SEND make expected identified progress.	Ongoing	Pupils can access their learning, curriculum and make expected identified progress.
Identification and Provision	Improve quality of identification of pupils with SEND	Clear format and process for identification of needs Communication and collaboration with staff and parents/ families Administer baseline assessment tools Liaison and collaboration with external agencies	Improved early identification of SEND pupils needs Improved collaboration with parents and other agencies	Ongoing	Pupils can access their learning and curriculum
Curriculum	Consideration of whole school ways of increasing participation in activities such as after school clubs, leisure and cultural activities, as well as out-of-school visits for vulnerable pupils	Inclusive strategies/ being aware of diversity and needs. Additional visits to and liaison with venues to ensure accessibility.	Enhance and enrich the curriculum. Link to whole school targets for school improvement, particularly for vulnerable pupils.	Ongoing	Pupils have increased access to all aspects of the curriculum
Curriculum	Classroom support arrangements and adaptive teaching and provision. Effective teaching and provision to support all pupil to access their learning	Scribing, typing, transcribing, mind mapping and other adaptations for pupils who find writing difficult. Making 'reasonable adjustments' to help pupils achieve; providing touchscreen laptops / iPads which support the writing process; use of touch typing, my pad, dictation software and specific apps	Pupils achieve increased levels of school success; enjoyment, achievement and self esteem.	Ongoing	Pupils can access their learning and curriculum
Curriculum	Identifying pupil and parent support	Pupil voice and accessibility to school staff and sen team for parents and families	Equality of access to educational opportunities.	Ongoing.	Pupils , families and staff communicate

	mechanisms.	Developing ways of sharing research on parental engagement. Parent / carer sessions to support and share.			effectively to support the needs of all
Curriculum	To promote disability and differences in a positive light.	Provide positive role models. No outsiders curriculum and representation on school and pupil leadership groups.	Success and achievement. Informed Equality Duty.	Ongoing	Pupils, families, staff and others value our diverse community and society.
Physical environment	Continue to adapt the physical environment in response to need. Currently meets the needs for all pupils including wheelchair access.	Liaise with OT's and Physios and Safer Moving and Handling trainers. Classroom layout adjusted to provide clear lines of movement including the use of 'k' walkers and specific seats.	Improving the physical environment of the school to increase accessibility for all pupil.	Ongoing	Pupils can access the environment and receive specific support and programmes as set by professionals
Communicatio n /Information	Considering information and communication accessibility. Adapting information according to needs.	Differing channels of communication – website, X, Facebook, text messaging, emails, oral communication, Weekly updates	To increase access to information; communication between home and the school. Open door Policy	Ongoing	Pupils, families and staff communicate effectively
Physical environment and provision	Resources are available to enhance and support pupil's provision.	Collaboration with specialists and other agencies to advise and support on resources to support and enhance provision for pupil. Regular audit of resources to purchase additional resources and ensure they are replenished.	Improving provision and outcomes for pupils through access to appropriate resources.	Ongoing	Pupils and staff have resources available to support their provision.
Social emotional and mental health support and provision	Continue to support social emotional and mental health needs of pupils.	Mental health lead, Support from the Mental Health support team Counselling sessions for identified pupil. This can be through a number of agencies. Training for staff to support including emotion coaching and de-escalation strategies and training.	Pupils have improved mental health and strategies to support their regulation and management of anxiety. Pupils are ready to engage and learn and can access their learning applying strategies. Improved support for pupils across the school. Increased awareness of the	ongoing	Pupil's mental health is improved and they are applying strategies to support this effectively. This will have a positive impact in their engagement with their learning and their academic,

			importance of mental health, well being and anxiety in school and the community		social and emotional development.