



ACCESS PLAN FOR NEW MARSTON PRIMARY SCHOOL

2017 – 2020

Duties in Part 4 of the DDA require the governing body to increase access to education for disabled pupils in 3 ways:

1. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
2. To improve the delivery to disabled pupils and their families of information which is provided in writing for pupils who are not disabled.
3. To increase the extent to which disabled pupils can participate in the School curriculum.

1 **Physical Access**

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Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation by whom and when
To ensure there are no physical barriers to access for pupils with disabilities	<p>Review fire evacuation procedures in line with peeps where necessary.</p> <p>Teachers of chn with disabilities to inform SENCo if any issues of access or mobility arise.</p> <p>Ensure premises are easy to access for all, making alterations/ adaptations where necessary.</p>	<p>H&S governor x 3 per year at Resources committee meeting</p> <p>SEN Reviews 3x a year</p>	Headteacher in line with H&S policy	Ongoing expenditure as and when necessary	<p>All floor areas kept clear.</p> <p>As a single story building we are low risk, with exits in each classroom.</p> <p>SENCO, 3x annually</p>
To ensure that children with disabilities have appropriate equipment to access their learning.	School to purchase any additional furniture/equipment needed. Individual laptops available for use.	SENCo	SENCo/Headteacher		HT ongoing basis
To raise awareness of a range of barriers to learning for pupils with sensory impairment including classroom layout, décor, poor acoustics, classroom management	<p>Establish whole school system of identifying children with physical difficulties – termly staff meetings.</p> <p>Teachers to review children’s seating positions in respect of changes to noise</p>	<p>Termly review of children needing access arrangements.</p> <p>Classteachers</p>	SENCo	None	Termly staff meetings to identify children and adaptations are made.

strategies, level of lighting etc.	in classrooms e.g. open window, fans etc.				
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Access to Information

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation by whom and when
To modify sports day to ensure inclusion by all children with SEN.	To adapt each, if appropriate, for Named child with physical disability or HI	PE Coordinator in consultation with SENCo			AG annually
Enable parents with IT difficulties to access information sent from school e.g. class letters, newsletters, providing Parentmail access in the school day through	Inform parents of Family Information Service and their non quality assured services they can tap into.	Create box for newsletter to highlight link on website and ensure teachers mention it in every SEN review.	SENCo/ Headteacher	None	HSLW ongoing basis
Ensure children who require them have visual timetables so that they are familiar with what they are focussing on.	Make copies of visual timetables available and monitor their use/impact.	Class Teacher/TA.	SENCo/Class Teacher.		Class teachers 3x annual SEND meetings

Access to the Curriculum

Objective	Strategies	Action by whom and when	Monitoring by whom and when	Cost	Evaluation by whom and when
To meet the range of children's needs with SEN across the school.	To provide outreach support if needed to work with individuals who have specific SEN needs. To provide updates and training for staff regularly when a child with new and different needs enters our school. Increase TA provision as necessary to meet the wide range of needs. To ensure early identification of children in order to develop a more proactive approach to provision.	SENCo when appropriate Audit staff by SENCo by the end of July and analyse intake each year to plan training programme for following September.	SENCo, to review impact of training in Term 4 each year based on new arrival of children in September of that academic year.	Within delegated budget for SEN	RV ongoing
Ensure effective working space for SEN children.	Timetable area for spaces where interventions take place.	Create timetable at the start of each old term and place online and in study areas showing times of use.	SENCo and Headteacher in TA meetings at the end of each old term.	None	RV and class teachers
To ensure audio systems in class and in the hall are in good	Part of induction process	Include into new induction programme	HI base SENCo Nominated TA	None	

working order, used regularly and staff are trained in how to use.	Termly walk round to check systems Check batteries in hall before assemblies	Liaise with base so a nominated TA is monitoring hall system and batteries			
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Agreed by Governors November 2018