



Town Field Primary School – Access Plan 2020-2025



(This action plan was put together after consultation with a range of stakeholders including staff, parents, Governors, pupils and visitors into school)

- Part (1) Access to the Physical Environment
- Part (2) Access to the Curriculum
- Part (3) Access to Information

Restrictions may apply during the Autumn term of 2020 due to COVID19. Access arrangements will be reviewed and revised wherever possible during this time and

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
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| 1 Access to the Physical Environment | | | | |
| The school is aware of the access needs of pupils, staff, parents and governors | 1.1 Regularly review access plans for individual children with disabilities as part of the SEND Support Plan Process. | Ongoing as part of the ADPR cycle | SF/IM Class teachers | All children with access issues identified and addressed with a clear support plan |
| | 1.2 Through survey find out if the access needs of parents/carers are being met through annual questionnaire | As part of new starter questionnaire/ induction process. | EE in compiling questionnaire- to distribute at parents evening Sarah F to ensure access needs are identified for new starters. | All adults – staff, parents, Govs, visitors have access issues identified and addressed |
| The school staff/governors are aware of access issues | 1.3 Information on Access to work scheme to be shared with | Through induction | HH/EE/SF | Information on accessibility in and |

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| | staff– in line with government guidelines. | process for new staff. Pre-employment information gathering. | | around the school is shared |
| | 1.4 Risk assessment in response to COVID19 to be shared with staff – signed and agreed. | September 2020 and updates shares. | HH/EE | Information on COVID19 to be |
| | 1.5 One Page profile information shared with new staff and support staff to ensure continuity of care for children | Ongoing – all 1PP are updated as part of APDR cycle. | SF/IM ensure all 1PP completed for SEND children and shared with a stakeholders. | All staff aware of needs of children with a disability at all times. |
| Ensure access for all to Reception area for all | 1.6 Ensure wheelchair access and appropriate seating are not obstructed or prevented by anything. 1.7 In response to COVID19 social distancing measures, all potential visitors have access to telephone conversation/email regarding risk assessment and procedures in school. | Daily Checks Ongoing, annual building audit | Site supervisor EE | Disabled, parents, visitors etc feel welcome and have easy access to the building |
| Ensure safe access and learning environment for Visually impaired children/staff/parents/visitors | 1.8 Regularly review Personal Emergency Evacuation Plan for all Disabled Pupils | Ongoing | Site Supervisor | All pupils, staff, parents feel safe in school |
| Ensure all disabled pupils, staff and visitors can be safely evacuated | 1.9 Ensure all staff are aware of their responsibilities in evacuation, particularly in relation to children with SEND | Ongoing | SF/IM | Children feel safe and calm when being evacuated from school |
| 2 Access to the Curriculum | | | | |

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| Ensure curriculum intent has reference to support of those with SEND. | 2.1 | Reviewed during curriculum planning meetings | SLT/Curriculum leads | All children have a purposeful, broad and balanced curriculum that meets their individual needs. |
| Monitor progress of all pupils, identify gaps. | Termly Early Intervention meetings to discuss children who are causing concern and identify next steps. | Ongoing | HH/SF/IM/VF/LS/LE | Pupils who need additional support beyond QFT are identified and tracked with specific set of outcomes. |
| Continue to develop staff confidence in differentiating the curriculum to meet the needs of all learners | 2.2 Audit staff to identify training needs and make all staff aware of opportunities for professional development | | | T&L strategies and a differentiated curriculum serve to meet the individual needs of all learners |
| | 2.3 Additional specific CPD provided for identified staff. | Ongoing as part of school CPD programme | SF/IM | |
| All school visits, including residential visits in Y3, Y4, Y5 and Y6 to be accessible to all pupils. (Covid Restrictions apply with Risk Assessment) | 2.4 Seek the support of external agencies and services where appropriate eg VI team, HI team, ASD team. 2.5 Provide guidance for staff on making visits accessible, seeking support as above when required 2.6 Assist staff with formulating risk assessments to consider the needs of pupils with disabilities | Ongoing when restrictions are lifted. | SF/IM | All children benefit from experiencing and enjoying visits out of school and residential visits. Children with disabilities, their parents and staff feel confident |
| Continue to work with Specialist Behaviour Support School such as Bentley PLC, Levett Centre | 2.7 Review transition arrangements for pupils transferring back into mainstream from these settings | Ongoing | SF/IM Class Teachers | A smooth and successful transition for children moving to or back from a specialised provision. |

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| Continue to work with Special School Outreach Services | 2.8 Consider ways in which the two schools can work together, share resources, expertise, provision etc 2.9 External agencies to support inclusion leaders and staff with target settings and outcomes for pupils. | Ongoing | SF/IM Class Teachers | |
| Continue to work with External agencies EP, SALT, OT, ASCETS, CAHMS | Use of recovery curriculum to support transition of pupils with additional needs. | Ongoing | SF/IM/LS/ Class teachers | Pupils are engaged and outcomes are SMART. Staff feel confident with delivering additional support and interventions. |
| Support pupils with SEMH during return to school | 2.1.1 Work closely with Thrive team to support on access for SEMH children in class. | Ongoing | | All children have access to quality first teaching. Children can use a range of strategies and resources to ensure limited time is spent out of class. |
| Continue to establish links with PVI's and Children's Centre's to support Early Intervention | 2.1.2 Plan regular meetings between health visitors and Children's Centre's to support Early Identification of need within FS – COVID19 Restrictions – use of Microsoft Teams/Telephone conversations to support. | Ongoing | SF | Early Support in place for children with SEND. |
| Ensure increased numbers of staff are Makaton training and are using this effectively in their practice to support communication. | 2.1.3 Staff to attend regular Makaton refreshers and staff in school to share existing practice with other staff | | | Increased understanding and communication for children with SLCN and EAL learners. |
| 3 Access to Information | | | | |
| Ensure all parents are informed of updates of COVID19 | 3.1 Parents have information sent via website, text, letters with updates of risk assessments, home learning. 3.2 Pupils have access to online platform and | Ongoing | HH/EE/Class Teachers SF/IM to support when meeting | |

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| | teachers to respond with feedback. Home learning tasks are differentiated to meet the needs of individual pupils. | | individual needs/Outcomes linked to SSP and EHCO. | |
| Effective communication methods with parents and accessibility to information | <p>3.3 Review existing communication systems and survey parents:</p> <ul style="list-style-type: none"> - Curriculum newsletters - welcome to school booklet for new starters. - welcome to year group booklets - Offer meetings via telephone call and Microsoft Teams where necessary - Parents of children with SEND to Support Plan Review cycle. - Hold welcome meetings/meet and greet/drop ins with SEND team. - Regular contact with parent support advisor. - Meetings for parents with information on statutory assessments and access arrangements. - Information shared on the website. - Website to have accessible view and change language feature. <p>3.4 Review existing communication systems and survey parents:</p> <ul style="list-style-type: none"> - Termly curriculum newsletter - Introduce welcome to school booklet - review parents evenings in liaison with EMTAS | Part of pre induction process. Parents evenings APDR Cycles | EE/LE/HH/SF/IM | All parents able to access school information with appropriate support provided when required |

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| | <ul style="list-style-type: none">- review provision for home visits – EMTAS staff to accompany school staff for EYFS visits to EAL families- Text message service and e mail service | | | |
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