



CE Stanford in the Vale Primary School



Access Plan 2022-25

This plan aims to meet the requirements of the Governing Body to follow the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage.

The plan shows how Stanford in the Vale CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

The tables below show how the school plans to address the priorities identified under three key areas:

- Improving **access to the school curriculum** for disabled pupils. This includes teaching and learning and the wider curriculum of the school eg participation in after-school clubs, leisure/sports and cultural activities or school visits.
- Improving **access to written information** for disabled pupils, using approaches that provide pupils with better access to information.
- Improving **access to the physical environment** of the school.

Action 1: Access to the Curriculum. Increasing the extent to which disabled pupils can participate fully in both the school and wider curriculum.

Objective	Strategies	Monitoring	Cost	Success Criteria
<u>Wider Curriculum</u> To encourage and support disabled pupils to attend after school activities, school trips and leisure activities.	Carry out audit of clubs attended, trips and visits. Encourage and support involvement in school community and wider school life. TA support used where necessary to help disabled pupils to take part in activities.	HT IM CTs	No additional cost	Disabled pupils attend a variety of school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at playtimes. Disabled pupils feel safe and well supported as an active member of school life.

<p><u>Wider Curriculum</u></p> <p>To ensure that disabled pupils are represented on school councils, SPS partnership reps and roles in school.</p>	<p>Carry out audit of groups/bodies within school to ensure that the disabled pupil voice is represented and included.</p>	<p>HT</p> <p>IM</p> <p>Group Leaders (For school council etc)</p>	<p>No additional cost</p>	<p>Disabled pupils are represented in different pupil bodies within school.</p>
<p><u>School Curriculum</u></p> <p>To meet the range of children's needs with SEND across the school</p> <p>For example, class teachers plan a range of activities employing different learning strategies which facilitate access for a wide range of learners.</p>	<p>Access outreach support if needed to work with individuals who have specific SEND needs.</p> <p>Provide updates and training for staff regularly when a child with a new and additional needs enters our school.</p> <p>Increase/adapt TA provision as necessary to meet the wide range of needs.</p> <p>Early identification of children with learning difficulties/additional needs in order to develop a more proactive approach to provision</p> <p>External Agency support when necessary.</p> <p>Ensure PPA time is used effectively.</p> <p>Observations to identify strengths and weaknesses and support staff / children depending on focus/need.</p> <p>Carry out deep dives into specific curriculum areas and identify targeted support.</p> <p>IM to support/observe (with a different focus each term) each class throughout the year and offer guidance and strategies.</p>	<p>HT</p> <p>IM</p> <p>CTs and TAs</p> <p>SLT</p> <p>Curriculum Leads</p>	<p>Cost of staff training when needed</p>	<p>Disability and medical records are up to date for current pupils and parents.</p> <p>Appropriate provision and adjustments are in place where necessary.</p> <p>All staff aware of individuals needs and plans as appropriate.</p> <p>Developing staff confidence in strategies for differentiation and increased pupil participation and progress.</p> <p>Teaching demonstrates improved skills in using a range of strategies to support pupils with disabilities.</p> <p>Software is installed where needed and appropriate training given.</p> <p>Use of ICT software to support individual learning where appropriate</p> <p>Wider use of SEND resources in classrooms</p> <p>Advice and recommendations from External Agencies are embedded in planning and practice.</p>

<p><u>School Curriculum</u></p> <p>To remove (emotional) barriers to learning for children with SEND.</p>	<p>Use of ELSA, HSCLW and support from peers to encourage children to identify and work on removing their difficulties.</p> <p>High levels of pastoral support from teachers / Head teacher / support staff to encourage and nurture.</p>	<p>HT</p> <p>IM</p> <p>ELSA/HSCLW</p>	<p>Cost of staff training when needed</p>	<p>Children will be able to identify, regulate and manage their emotions.</p> <p>Children will develop good behaviours for learning and to be more able to successfully access the curriculum.</p>
<p><u>School Curriculum</u></p> <p>Ensure children have the right resources to be able to learn effectively.</p>	<p>Regular staff meetings to review pupils and discuss their needs.</p> <p>Resources identified and ordered.</p> <p>Class teachers use Oxfordshire Guidance Document to identify individual needs and specific provision.</p>	<p>HT</p> <p>IM</p> <p>SLT</p> <p>CTs</p>	<p>Cost of additional resources.</p>	<p>Effective range of resources, recorded, organised and accessible.</p> <p>Additional appropriate resources are purchased when necessary.</p>

Action 2: Access to written information. Improving access to written information for disabled pupils/parents and carers.

Objective	Strategies	Monitoring	Cost	Success Criteria
<p>To continue to enable parents with IT/literacy difficulties to access information sent from school. e.g class letters, newsletters, school reports, assessment information.</p>	<p>To identify parents who have IT /literacy access difficulties.</p> <p>HT meetings with identified parents and discuss concerns/issues they have with accessing information.</p> <p>Establish a school system for recording if a parent has a disability or difficulty accessing information.</p> <p>Office to keep note of parents preferred method of communication and report back to Class Teachers</p> <p>Head to liaise with office staff about alternative methods of communication Provide access to Parentmail during the school day</p>	<p>HT</p> <p>SLT</p> <p>FS Class Teacher to review new admissions (Term 6 each year)</p>	<p>Photocopying</p>	<p>Paper copies are sent home where required.</p> <p>Class teachers and the HSCLW support parents who cannot read.</p> <p>Adapted copies of information are provided where appropriate – coloured sheets, larger font etc.</p>

<p>To continue to ensure that all parents, (especially those who are unable to come to school because of physical difficulties), can access information about school policies, homework and specific data relating to their child – either online or as a hard copy.</p>	<p>Policies on the school website</p> <p>Class teachers issue homework with clear instructions to help support children with SEND/additional needs.</p> <p>Investigate the possibility/options for a facility to translate text on the school website.</p> <p>Information is accessible online – via the school website or the child's individual account.</p>	<p>HT</p> <p>IT Curriculum Lead</p> <p>CTs</p>	<p>Possible cost for translate facility</p>	<p>Policies and key documents are on the school website.</p> <p>Hard copies of Assessment reports are sent home</p> <p>Class Dojo is used effectively to communicate with parents across the age ranges.</p> <p>Hard copies of Pupil profiles are sent home.</p>
<p>To ensure parents of children with SEND have access to relevant information about where to access help and support, both from school and from external agencies</p>	<p>Use of Home School Community Link Worker and ELSA to support children and families.</p> <p>Ensure SEND local offer link on website.</p> <p>Termly Pupil Profile meetings</p>	<p>HT</p> <p>IM</p>	<p>ELSA update costs</p>	<p>HSCLW and IM meet with parents and signpost for support.</p> <p>TAF meetings identify and enlist support from the wider community.</p> <p>Link to Oxfordshire SEND local offer is on the school website.</p>

Action 3: Access to the physical environment. Improving physical access to the school building and environment.

Objective	Strategies	Monitoring	Cost	Success Criteria
<p>To ensure that (physical) access needs of pupils, staff, governors, parents and visitors with disabilities are known.</p>	<p>Be aware of staff, governors and parents access needs and meet where appropriate.</p>	<p>HT</p> <p>Governors</p> <p>IM</p>	<p>Where physical/structural adaptations may be required.</p>	<p>All people working in and visiting the school are able to access the building and the surrounding physical environment.</p> <p>All staff, pupils, governors and regular visitors feel that their physical and sensory access needs are met, in and around school.</p>
<p>To continue to ensure that all staff and pupils can be safely evacuated in the</p>	<p>Review fire evacuation procedures in line with peeps where necessary</p>	<p>H and S governor x 3 a year at resources cttee</p>	<p>Where physical/structural adaptations may be required.</p>	<p>No physical barriers that may prevent people from evacuating the building in an emergency.</p>

<p>event of a fire or other emergencies.</p>	<p>Teachers with pupils with disabilities to inform IM if any issues with access or mobility arise.</p>	<p>HT in line with H&S policy</p> <p>SEN reviews x 3 a year</p>		<p>Personal, Emergency Evacuation Plans (PEEPS) in place.</p> <p>All disabled/SEND pupils and staff working alongside them are safe in the event of a fire.</p> <p>All fire drills are successful and children are evacuated safely and efficiently.</p> <p>Playground, step, fire exit signs and markings are clear and regularly refreshed.</p>
<p>To ensure that the physical and visual environment is engaging, informative and suitable for all.</p>	<p>School (Staff and Governors) to consider the needs of pupils staff and visitors with physical difficulties and sensory impairments when planning improvements.</p>	<p>HT</p> <p>Governors</p> <p>Caretaker</p>	<p>Where physical/structural adaptations may be required.</p>	<p>Visually impaired and those with physical difficulties feel safe and confident to access and negotiate the school grounds.</p> <p>Displays and signs are clear and there are visuals displayed to support communication.</p>
<p>To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment as and when appropriate specific to individual children, including classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc.</p>	<p>Establish whole school system of identifying children with physical difficulties – INSET and staff meetings.</p> <p>Teachers to review pupils seating positions in respect of changes to noise in classrooms, e.g. open window.</p>	<p>Termly review of children needing access arrangements.</p> <p>CTs and IM</p>	<p>Cost of specialist resources.</p>	<p>SEND is on every collective meeting agenda.</p> <p>Appropriate External Agencies involved.</p> <p>Handover of information in Summer term is effective.</p> <p>SEND staff meetings to support classroom management.</p> <p>Class visits to monitor the quality of provision are effective.</p>