



**St Mary and St Pancras C of E Primary School**  
**School Access Plan 2018-2021**

Policy Written by SLT November 2018  
Policy Reviewed by Governors **November 2018**  
Review due: November 2021

**Statement of intent**

**As a church school what and how we teach, what and how our children learn within and beyond the classroom are and must be rooted in Christian values:**

**Friendship, Respect, Endurance, Thankfulness and Forgiveness.**

**These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.**

The Disability Discrimination Act 1996, as amended by the Special Educational Needs and Disability Act 2001, places legal duty on all schools to have a plan to increase over time their accessibility to children with disabilities, from April 2003. The plan takes account of the Equality Act 2010. This plan has been produced to meet those legal requirements and should be read in conjunction with the School Development Plan, school Inclusion Policy and our Equality Policy. This access plan was written in consultation with the staff and governors and will be regularly monitored and reviewed by them.

Definition of Disability A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on her or his ability to carry out normal day to day activities.

**Aims**

The aims of the plan are:

- To increase access to the curriculum for children with disabilities
- To improve the delivery of information to children and all stakeholders with a disability
- To improve access to the physical environment of the school

## School Access Action Plan 2018 - 2021

### Inclusion Ethos

Lead person(s): Lesley Carneiro

KEY AIMS	ACTIONS	CRITERIA FOR SUCCESS	BY/ WHEN	RESOURCES NEEDED (time, money, INSET, etc.)	MONITORING	Evaluation
To continue to fully involve parents in their child's education.	Parents are consistently informed of changes in support / targets. Termly PCP meetings SENCO available for private -drop in session for parents.	Parents are continuously aware of the school and any outside agencies goals and targets and use these to support the children.	SENDCo/ Class Teacher (CT) ongoing/External agencies	Home school diaries for targeted children.	Regular feedback to LMT and termly report Governors  Governor and SENDCo termly meeting  Feedback after each PCP meeting  Feedback from external agencies regarding parental engagement	
To continue to provide documents to support children with special educational needs/ disabilities	Timetable and plan for regular check ups	Children are included in all aspects of school life due to the consistency of the approach to learning-	SENDCo/ External agencies	ABC Passports- Education and SEMH Accessible dining tables and classroom equipmen	SENDCo to monitor Feedback from all stakeholders.	

To continue to ensure a consistent approach to make all staff aware of their responsibilities for removing barriers to learning.	Inclusion/identifying barriers in staff meetings on teaching and learning and strategies to overcome these School Inset on Inclusion/ SEND and Disability issues. Continual training on appropriate interventions. Induction for new staff.	Staff are providing more effective provision and practice which then leads to greater progress and Inclusion.  Weekly drop-ins to classes to speak with SS and CT's.	SENDCo/DHT/external agencies On-going.  When new children start on roll with additional needs.  Co-production meetings	Schedule termly PDMs around specific areas of Inclusion.  Time planned for inducting new staff on Inclusion.  Support staff fortnightly meetings with Deputy Headteacher (DHT).  SENDCo has an open door policy.	Induction  Inset plans  SS meeting minutes  Using whole school working (SALT, OT, EP, )	
To consistently consult with children and parents on their thoughts and wishes.	Child survey Consistently record views formally at annual reviews/EHCP School children feedback folder	Children have more say in the decisions that affect them and feel an increasingly greater sense of control over their education.  Parents are informed of the their child's development	CT/SENDCo On-going.	Standardised document of feedback as part of the annual review process and PCP  Children to continue to attend annual reviews/EHCP to share their progress and their thoughts about school	Record keeping of children's views.  EHCP reviews  Notes from parent meetings.	
To review the implementation of our new behaviour for learning policy	Review of 'Good to be Green'	For all staff to be confident and to use the system consistently all	All staff termly	SLT  Staff meeting SS meetings	Half-termly incident reports shared with whole school	

		areas of the school			Senior meal time supervisor	
De escalation strategies for all staff to support children regulate their behaviour	Staff meetings on behaviour management Speech and language therapist working with class teacher and individual students on Zones of Regulation to be implemented in class	For all staff to consistently use the restorative approach to dealing with times of conflict		Poster of key questions in all main areas of the school	Playground Buddies  Senior meal time supervisor	
To advance equality of opportunity	Good use of language for all-around the protected 9 characteristics	Abusive incidents monitoring  Pupil voice  Targeted students with SEND prioritised for some clubs	On-going half-termly reports		Governors SLT Whole School	
To foster good relations	Monitor and analyse participation in clubs/parents evening /PCP meetings  Writing of new Equality outcomes	On-going with club sign up, registers, termly	On-going		Whole School Head of school monitor parents evening attendance/ class teachers keep a register	
To have an awareness of everyone's different characteristics	Special weeks will be acknowledged Autism Awareness week Disability Awareness Day	Whole school or key stage specific assemblies/ class discussions/	Annual events	<i>SENDCo to provide resources</i>  <i>DHT</i>	Whole school Leadership team calendar dates	

		class work/ external professionals visitors to speak at school				
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## Access to the Curriculum

**Lead person(s):** Lucy Heard and Lesley Carneiro

KEY AIMS	ACTIONS	CRITERIA FOR SUCCESS	BY/ WHEN	RESOURCES NEEDED (time, money, INSET, etc.)	MONITORING	Evaluation
To develop the use and range of ICT to increase	<ul style="list-style-type: none"> <li>Train staff to use software</li> </ul>	Children have greater access to the curriculum	ICT coordinator/SENDCo	Use of delegated budget for resources.	ICT coordinator termly.	

accessibility of the curriculum.	or a range of ICT.	and make increased academic progress.	ongoing	Staff training.		
Continue to train all support staff and class teachers in a range of interventions so they can deliver effective intervention programmes both through the LA and in house.	<p>Induction of new staff on Inclusion and interventions.</p> <p>Update training for SS's on specific interventions.</p> <p>Continue peer observation and training on interventions.</p>	Increased confidence and understanding will lead to more effective support and intervention for children with disabilities	<p>SENDCo/ LMT/external agencies/  Ongoing</p>	<p>Time and training</p> <p>Whole school working</p> <ul style="list-style-type: none"> <li>-PLSS</li> <li>-SALT</li> <li>-EPs</li> <li>-LA</li> <li>-OT</li> <li>-Swiss Cottage training school</li> </ul>	<p>SS feedback</p> <p>Children meeting their targets</p> <p>Feedback from external agencies</p>	

## Physical Environment

**Lead person(s):** Lesley Carneiro, Hannah Martin, SSO

KEY AIMS	ACTIONS	CRITERIA FOR SUCCESS	BY/ WHEN	RESOURCES NEEDED (time, money, INSET, etc.)	MONITORING	Evaluation
Accessibility of all parts of the school premises	<p>Appropriate play equipment is to be replenished to ensure all children can access daily playtime equipment</p> <p>Dinner table and chairs for the dining hall due to new child joining and current child's changing needs.</p> <p>Classroom table and chair for the classroom</p> <p>Making the toilets accessible for two different e.g., hoist</p> <p>Privacy screen for the bathroom</p>	<p>Children have equipment matched to their needs in the playground and classroom</p> <p>Children have equipment needed to access all parts of the school safely</p>	<p>Ongoing</p> <p>SENDCo/ OT/ Swiss Cottage PD outreach teacher</p>	<p>Costing to be determined after Inspection/visit for new child joining in 2019 with physical disabilities.</p>	<p>Site service officer</p> <p>Feedback from senior mealtime supervisor</p> <p>SENDCo/ OT/ Swiss Cottage PD outreach teacher</p>	
To be able to remove disabled children/parents from the premises in case of a fire	Eva chair/ slide to be purchased	Evacuation equipment has been purchased and is maintained yearly	Ongoing/ SENDCo/ External agencies	Purchasing the equipment and annual training of staff.		
To ensure the school is always prepared for disabled visitors/pupils	<p>Check disabled toilets are functioning properly with emergency alarms</p> <p>To provide a BSL interpreter for parents meeting.</p>	<p>All children/parents/ visitors will be able to access key areas in the school</p> <p>BSL interpreter is present for</p>	Ongoing/SSO/			

		parent/teacher meetings				
Quiet area to be made accessible all year round (not just in the summer)	<p>Site service officer to ensure area is kept clutter free</p> <p>Senior Mealttime Supervisor to ensure adequate supervision is timetabled</p> <p>Senior Mealttime Supervisor to ensure adequate resources/games/ activities are set up in the quiet area to ensure children utilise space.</p> <p>Playground Friends can support with activity engagement.</p>	Pupils and adults can safely use outside classroom at all times of year	<p>Site Service officer</p> <p>Senior Mealttime Supervisor</p> <p>Playground Buddies</p>	Senior Mealttime Supervisor and Learning Mentor to submit a budget request	Senior Mealttime Supervisor	

**Delivery of Information**

**Lead person(s):** Lesley Carneiro



<b>KEY AIMS</b>	<b>ACTIONS</b>	<b>CRITERIA FOR SUCCESS</b>	<b>BY/ WHEN</b>	<b>RESOURCES NEEDED (time, money, INSET, etc.)</b>	<b>MONITORING</b>	<b>Evaluation</b>
To ensure parents have access to key information regarding all aspects of school life and in the local community	<p>To ensure the school has a designated inclusion board with up to date information</p> <p>School website has links to services and resources</p> <p>School website has key policies</p> <p>To ensure that the newsletter is accessible for all parents/carers and is on the website and hard copies provided</p>	<p>Parents feel up to date with key information and know where to go for support</p> <p>Referrals made to outside services.</p>	<p>On-going</p> <p>Website updated</p>	SLT	<p>Feedback from parents from CT/office staff</p> <p>Parent questionnaires</p> <p>Feedback to Parent governors</p>	
To create a Pupil Centred Plan to include pupil voice	SENDCo to provide a new format for Pupil Centred Plans.	A new Pupil Centred Plan to be used at review meetings for children with SEND	Autumn term 2019 by SENDCo and parental input		Parents and children's feedback on proposed changes and use of use	