

## ACCESS PLAN 2023 -2026

### Access to the Physical Environment

Priority 1: Improving the physical environment of the school for disabled pupils, staff and visitors.

Short Term	Targets	Strategies	Timescale	Responsibility	Success Criteria	On Track/Evaluation
To ensure that any alterations are fully accessible to pupils, staff visitors with a wide a range of disabilities as possible	Create access plans for individual disabled children as part of IDP process, when and where necessary	From January 2024 Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met.	SLT ALNCo Ongoing 2023	SLT / ALNCo Individual plans in place for all disabled pupils and all staff are aware of all pupils' access needs.	Raised confidence of staff and governors in their commitment to meet access needs.	
		Include questions in the confidential pupil information questionnaire about parents /careers' access needs and ensure they are met in all events.	January 2024 Ongoing	SLT /Admin/KT to liaise as SMT	All parents, staff and children able to fully access all school activities.	
		Raise awareness at New parents evening during the summer term.	June 2024 Ongoing	HT/DHT/SMT	Plans in place for all pupils with mobility difficulties and all staff are aware of all pupils' access needs.	
To continue to look at ways of improving the existing building with regard to disability.	Ensure that discussions on any future plans/ replacing fittings e.g. floor tiles or redecorating include H&S and address the disability Equality Duty and Equality Act 2010		Fire training January 2024 Ongoing		All parents, staff and children able to fully access all school activities.	
		To continue to improve communication with	Review the school website to ensure it is updated, clear, simple and easy to use.	September 2023 Ongoing	SMT	

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	disabled pupils/ parents /staff and visitors	Review parent mail service 'My School App' review messaging app Review Parent form and how data is collected		HT/SMT	pupils, parents, staff and visitors.	Summer 2023. Parent messaging system changed to School Dojo – to be reviewed annually
	Improve signage and external access for visually impaired people	Replace external light bulbs immediately when blown.  Paint yellow stripes on edge of all external steps.  Steps leading to year 1 and 2 classrooms to be painted.	Sept 2023 Ongoing and as necessary	HT/ Caretaker  HT/ Caretaker  HT / Caretaker VI specialist teacher	Safety for the visually impaired is improved within the school environment  Access around the school site is improved.	Caretaker regularly inspects the school site and makes improvements as and when necessary
	Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans (PEEPS) if needed ,for identified pupils, where and when necessary  Develop a system to ensure all staff are aware of their Responsibilities.	As and when necessary.  All staff aware of roles and responsibilities in event of fire  Fire warden training undertaken by all staff - Fire training Feb 2024	HT to contact Byron Jones Fire Safety Officer 02920 872392 for training dates	All children with disabilities and staff working with them are safe and confident in the event of a fire.  Fire training -all staff aware of roles and responsibilities	Personal care plans and individual risk assessment have created for specific needs and pupils  Fire training scheduled as part of INSET annually
<b>Medium term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	

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	Make entry to school more accessible for wheelchair users and others.	Request advice from LA Planning Department	April 2024	AR /COG/Cardiff LA	Disabled pupils and visitors are able to access the main areas of the school.	
	Any future work or decoration of building to cater for visually impaired pupils/staff etc.	Take advice on colour schemes.	Ongoing 2023	AR /COG/Cardiff LA	Greater accessibility and comfort for pupils, staff and visitors.	
	To consult with Disability Information Service about the best way to make information available to users.	To increase levels of awareness amongst staff responsible for information.	Ongoing 2023	AR /COG/ALNCo	Delivery of information to disabled pupils/parents/staff/visitors improved	
<b><u>Long term</u></b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	
	Ensure that all fire escape routes are suitable for all. (Year 5,6 fire escape)  Make the school fully accessible.	Request advice from Cardiff LA Planning Department/ Cardiff and Vale Coalition for Disabled People  New areas and improvements are suited to pupils with disabilities.	September 2023	HT /COG/LA	All common facilities are located on the ground level, with ramp access  Full access gained to all areas of the school.	Fire escapes have been surveyed and are fit for purpose. New cage to Annex fire escape with quick release has been installed
<b>Access to the Curriculum</b> Priority 2: Increasing the extent to which all pupils can access the curriculum						
<b><u>Short Term</u></b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>	

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<p>To continue to provide effective Learning interventions which address the needs of all pupils.</p> <p>To continue to make the curriculum and extra –curricular activities accessible to a wide range of pupils</p> <p>To provide resources and support for pupils with complex medical/learning difficulties</p>	<p>Continue to deliver Interventions to support pupils: Speech links, Language Links, Rapid readers, catch up maths, nippers, Elsa Handwriting motorway, Maths factor , thrive, support programs from the LNST etc.</p> <p>Continue to monitor and identify the well- being of all pupils.</p> <p>Seek advice from external partners and/ or outside professionals.</p> <p>Provide support for pupils with additional and specific needs e.g. SPLD, EAL. Provide paper in alternative colours e.g. black print on yellow buff</p> <p>Liaise with outside health professionals, specialist teachers, speech therapists and occupational therapists to plan and provide support and effective learning strategies.</p> <p>Provide additional learning resources and aids e.g. visual timetables, traffic lights</p>	<p>September 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>ALNCo all staff</p> <p>ALNCo</p> <p>ALNCo all staff</p> <p>Staff</p> <p>ALNCo</p> <p>School nurse ALNCo</p>	<p>All pupils receive the appropriate support needed to make progress and develop self-confidence.</p> <p>Early identification of additional needs which could impact on their learning.</p> <p>Parents, teachers and outside Professionals work in partnership to provide the most appropriate support. Pupils access the curriculum to the best of their ability.</p> <p>Pupils with complex needs may be supported within the mainstream learning environment, in line with the wishes of their parents.</p> <p>Pupils develop their speech, language and social communication Skills.</p> <p>The immediate health, safety and well –being of the pupil is secured</p>	
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<u>Medium Term</u>	Targets	Strategies	Timescale	Responsibility	Success Criteria
		Provide Risk Assessments and Care Plans for pupils with complex needs.		Class teachers	All staff are familiar with plans and how to implement them.
	<p>Continue to liaise with all staff in order to monitor pupil progress and to maintain effective support</p> <p>Continue to liaise and work with the advice of outside professionals.</p> <p>Promote in service training of staff.</p>	<p>i) Monitor pupil progress and analyse results. ii) Conduct initial/final assessments iii) Use data to inform planning and effective interventions. iv) Liaise with parents – provide reports i) Implement specialist programmes of work.</p> <p>ii) Implement learning and teaching strategies.</p> <p>iii) Monitor progress and update targets with advice.</p> <p>iv) Collaborative planning and evaluation of pupil progress by all staff</p> <p>v) Continue to monitor well-being of pupils – amend Risk Assessments and Care Plans as needed.</p>	<p>September 2023 Ongoing</p> <p>Ongoing</p>	<p>SMT ALNCo Class teachers</p>	<p>Proven interventions are used effectively to raise standards.</p> <p>Individual support is adapted or changed to meet changing needs</p> <p>Staff employ a variety of teaching and learning strategies and techniques to provide an appropriate learning environment.</p> <p>Effective deployment of human resources</p> <p>Pupils make progress from their own benchmarks.</p> <p>Staff are trained to deliver learning interventions and to support individual and groups of children</p>

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		<p>i) Staff attend county courses e.g. speech &amp; language positive monitoring of behaviour</p> <p>ii) ALNCo attends training courses relating to special and additional needs.</p>	<p>Please refer to timetable of dates for staff training</p>		<p>ALNCo keeps up to date with current initiatives and county policies regarding SEN and inclusion, through ALNCO forum meetings, cluster meetings and CPD</p>	
<p><b>Access to Information</b> Priority 3:</p>						
<u>Short Term</u>	Targets	Strategies	Timescale	Responsibility	Success Criteria	
	<p>Review information to parents/career to ensure it is accessible</p> <p>Inclusive discussion of access to information in all annual reviews.</p>	<p>Consult parents/ careers about access needs when child is admitted to school</p> <p>Review all letters home to check that they are written in English or translated for EAL parents. School Dojo can be translated on parent devices</p> <p>Produce newsletter in alternative formats e.g. large print, Braille according to need</p> <p>Consult with parents/careers and children about access to information and preferred formats in all reviews</p>	<p>September 2023</p> <p>As and when necessary</p>	<p>ALNCo/SMT/Admin as necessary</p>	<p>All parents receive information in a format that is accessible e.g. large print, home language</p> <p>Staff more aware of pupils' preferred methods of Communication.</p>	

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	To consult with disability information service about the best way to make information available to users.	To increase levels of awareness amongst staff responsible for information.	Spring 2024	HT/SMT	Delivery of information to disabled pupils/parents/visitors improved.	
<u>Long Term</u>	Targets	Strategies	Timescale	Responsibility	Success Criteria	
	Heighten awareness of staff in relation to strategies and procedures employed by speech therapists for SLCD pupils.	Provide refresher/initial training in relation to SLCD issues, for all staff.	September- July 2025	Speech therapist / LA SLCD team	Increased confidence of staff in supporting pupils with SLCD needs within mainstream.	