

Access Plan

June 2015 – June 2018

Task	Person responsible	Start / Finish	Resources/ Costs	Links to ECM/school vision and aims	Outcomes/Success Cr	Monitoring	Evaluation
<p>Increase access to physical environment for disabled pupils:</p> <p>When developing outdoor learning environment ensure access for physically disabled pupils is a priority.</p>	HT, all staff and governors and pupils (School Council)	July 2015- update annually	N/A	<p>All children will leave with:</p> <p>A set of spiritual and moral values ~ honesty, integrity and good judgment.</p> <p>A complement of basic skills ~ linguistic, mathematical, ICT, scientific, artistic, physical and social.</p> <p>An enquiring and discriminating mind and a desire to understand.</p> <p>Strong self-esteem and high personal expectation.</p> <p>Tolerance and respect for others.</p> <p>Adults should feel:</p> <p>They contribute, learn and are valued.</p> <p>There are opportunities to develop and innovate.</p>	<p>All children will have access to the new outdoor play equipment – Pirate ship and Castle.</p> <p>All children will have access to the outdoor learning environment at Marsham – ramp to replace steps.</p> <p>Improve vehicle access to Marsham Primary school by extending car park area.</p> <p>All children will have access to newly designed courtyards at Hevingham to enhance curriculum.</p>	Plans/consultation available to a range of stakeholders though staff meetings, governor meetings, open consultation evenings	SLT HT Staff Governors School Council

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<p>Access to curriculum:</p> <hr/> <p>Increase strategies and resources to support disabled pupils to access the curriculum</p>	<p>HT, all staff and governors and pupils</p>	<p>June 2015- update annually</p>	<p>N/A</p>		<p>Develop multi-sensory approach to teaching and learning across school.</p> <p>Use of visual timetable available in classrooms.</p> <p>Staff trained and confident in use of in 'Step On' and 'Step Up' (positive handling).</p> <p>On-going training for a range of disabilities – ASD, Behaviour, PATHs.</p> <p>Resources as appropriate – coloured overlays, specially shaped pencils and pens, Clicker 5 word processor programmes.</p> <p>Nurture Support programmes from Short Stay School.</p>	<p>Learning Walks.</p> <p>Formal lesson observations.</p> <p>Evidence of links with 'Special School' provision.</p> <p>Training form external agencies.</p> <p>Use of different strategies used as a general teaching tool – stories 'signed'.</p>	<p>SLT HT Staff LA Governors – Children and Learning committee</p>

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<p>Access to written information:</p> <hr/> <p>Effective communication with parents, families, the wider and staff community.</p>	<p>HT, all staff and governors and pupils</p>	<p>June 2015- update annually</p>	<p>N/A</p>		<p>Through fortnightly newsletter, website, email, It's Learning (virtual learning environment), induction, INSET – whole school training, working parties, links to external agencies.</p> <p>Increased awareness of services available from external partners.</p> <p>Improved availability of information in alternative formats.</p>	<p>Easy access and availability of policies relating to equalities.</p> <p>Cross reference made in all policies written and approved by Governors; to the Single Equalities Policy.</p> <p>Governor/ LA visits – evident in school ethos.</p>	<p>SLT HT Staff LA Community members Governors – Children and Learning committee</p>