

Chuter Ede Primary School



~ Access Plan ~

Written by	Rachel Barnard and Amy Wilson
Reference made to	❖ Disability Equality Scheme ❖ Writing Your Action Plan A Step By Step Process - NCC.
Ratified by	Governing Body
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Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Access Plan

Chuter Ede School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

Based on consultations, taking account of the information gathered, and in order to meet the duties, Chuter Ede School has developed the following Access Plan to promote Disability Equality.

- ❖ To review relevant policies and practices on a rolling programme of 3 years.
- ❖ To liaise with local nursery providers to review the potential intake over the next three years
- ❖ To improve information gathering by seeking more views from disabled pupils and adults.
- ❖ To hold SEN surgeries to support parents with children having disabilities.
- ❖ To further develop staff awareness of SEN by undertaking SEND reviews
- ❖ To develop assessment procedures for children with a disability
- ❖ To invite people with disabilities into school to share their experiences with the children.
- ❖ To develop TA knowledge and skills of group intervention work
- ❖ To ensure access for pupils who experience difficulty in moving around school.
- ❖ To have a greater awareness of the access needs of disabled children, staff, governors and parents and carers
- ❖ To ensure accessibility for all pupils to school trips

The Access Plan to promote equality of opportunity will need to address the six elements of the general duty.



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These include:- Promoting equality of opportunity, eliminating discrimination, eliminating harassment, promoting positive attitudes, encouraging participation in public life (see equality act for more detail on these areas)

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Outcome	DE duty	<u>Action</u>	<u>When</u>	<u>Who</u>	Measure
Review of relevant policies & practices	Promoting equality of opportunity ↓	School policies to be reviewed with disability equality in mind	A rolling 3 year program	Governor committee meetings	All relevant policies reviewed & monitored by chair of governors.
Research and implement new assessment procedures for pupils with SEN		Research other forms of assessment and share with staff, share how to record on EAZMAG	Autumn/Spring 2024-2025	SENCO/ Assistant SENCO	Assessment data will be easily accessible on EAZMAG.
SEN surgeries/coffee mornings		Meetings to be held for parents/carers to network	Each term	SENCO	SENCO to feedback to governors
Information gathered by taking views of disabled adults & pupils.		Questionnaire to parents Chat Club meetings Pupil voice feedback Visitors to school	Autumn 2024	Head teacher/ SENCO All staff	Ideas addressed in staff meetings & with governors
For pupils to develop an awareness of living with a disability, protected characteristic		Adults having disabilities to be invited into school to classes or assemblies	Ongoing	SENCO All staff	



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Procedures in place to review potential intake and ensure resources and building changes are planned for and in place		rolling program to liaise with the local nurseries. Implement this with advice from Notts Access Officer.	Ongoing	SENCO and EYFS coordinator	Regular meetings with local nurseries.
Staff knowledge of SEND to further develop and the school to further develop good practice		SEND review to take place, Implement the action plan	Ongoing throughout 23-24	SENCO	Report and update to the family SENCO and SEN governor
Group intervention work with children with SEN will have a greater impact.		Observations of TA group work and feedback, track data	Summer 2025	SLT	Written observations
Staff to be trained and refreshed in Coping with Risky Behaviours. (Manual handling) Implement as needed		CRB Training Update to take place	Ongoing	SENCO	Certificates of participation
To be aware of the access needs of disabled children, staff, governors and parents/carers		Annual reminders to parents to inform school of any access problems they are having around both sites	Annually	SLT	Record of feedback from parents to be kept
To ensure all school visits and trips are accessible to all pupils		Through risk assessments and venue vetting. Ensure enough staff are there to provide appropriate levels of support.	Ongoing	SLT	Notes on risk assessments

School will review the Access Plan annually and revise the scheme if necessary, every 3 years. The steps taken to fulfil the access plan will be reported on, information gathered and how that has an impact on future planning.

The following documents have been used to develop this Access Plan.



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- ❖ Disability Equality Scheme
- ❖ Writing Your Action Plan A Step By Step Process. NCC.