

Blessed Sacrament Catholic Primary School

Access Plan 2016 /19

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	To provide learning experiences and assessment methods which are appropriately differentiated/modified to allow all children to access the curriculum	Differentiated/modified experiences/recording methods, assessments methods and homework to include dyslexia friendly practice and whole school strategies Use of PIVATS for assessing some children Performance Management observations and drop in sessions by HT /SLT/Inclusion Managers Phase Monitoring and reviews Inclusion Managers/SENCo's ensure all children are included in all areas of school life	All children to access well planned learning experiences and demonstrate their knowledge and application of new skills through appropriate learning/teaching and assessment activities	Continued monitoring assess/plan/do/review Half termly teacher assessments for core subjects and termly for other curriculum areas.	Planning throughout year groups shows differentiation and includes whole school strategies such as Assessment for Learning, Mind Friendly Learning, Oracy, P4C etc. Assessment and tracking methods throughout school are robust and reliable and data analysed to plan next steps PIVATS used to track progress of those children for whom the FS profile or National Curriculum age related expectations are inappropriate Children with complex needs and disabilities are well catered for
Short Term	To continue to provide high quality opportunities and support for children with SEN/disabilities	Ensure continuity of provision Small group support is provided for individuals identified by CT's and LSA's and assessed and reviewed 1/2 termly Provision includes "off target" children	Children are identified early and necessary action is taken to move learning forward Group work is relevant	Continued assessment, monitoring and review half termly	Children with SEN/disabilities/discrete groups make good/appropriate progress

<p>Short Term</p>		<p>Children with /complex needs/disability/FSM/LAC/gender etc. are tracked as discrete group(s) Children's Personal Provision Plans replace the old IEP targets with a more holistic view of a child and are reviewed termly with the Inclusion Manager and discussed with parents at Parents Evening This information is used to prioritise children to be seen by the Ed. Psych, Speech Therapist, Outreach Support Services etc. for further assessment The assistance of other agencies (E.g. Speech and Language Therapists, Ed Psychs, Occupational Therapists etc.) is also sought when staff feel a child may have additional difficulties which have not yet been identified</p> <p>Consistent approaches across schools established a part of a reorganisation of services in Liverpool for children with SEN/Additional needs</p>	<p>and appropriate to children's needs Groups are monitored and reviewed regularly to ensure progress Focus for group work is discussed by Inclusion Managers/SENCOs , Phase Leaders and LSAs to ensure it is relevant and appropriate Regular meetings (TAC's, EHAT Reviews etc.) take place between Inclusion Managers/SENCOs, parents and outside agencies to discuss individuals' progress Regular updates given to Head, Leadership Team and Senior Management Team on individuals, groups etc.</p> <p>City and North 3 consortium well established and provides opportunities to discuss more complex cases and next steps</p>	<p>Discussions/meetings take place termly</p>	<p>Small group support takes into account children's needs and progress and do not remain static throughout the year. Key progress data analysed to ensure high quality provision is provided and monitored and reviewed regularly</p> <p>Each consortium agrees on own priorities and targets available funding in these areas Schools devise own strategies for moving forward Schools share expertise and resources Schools act as moderating</p>
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Short Term	<p>Establish close links/liaise with parents</p> <p>To establish close liaison with outside agencies for pupils with on- going health needs. E.g. Children with severe asthma, epilepsy or mobility issues.</p>	<p>Collaboration and information sharing between school and families</p> <p>Collaboration /working between all key personnel</p>	<p>More effective, direct discussions around key individual children within schools can take place</p> <p>Clear collaborative working approach</p>	<p>Regular updates /discussions and meetings organised as need arises or on an individual basis</p>	<p>panel for own children and agree on actions or target services or resources appropriately Actions for key children identified</p> <p>Children/families/parents/ carers/ well supported</p> <p>Team working and information sharing enables school to fully support children, families etc.</p>
Short Term	Inclusion Chartermark process	Continued development of provision for children in relation to complex needs	Inclusive practices in school are enhanced, further developed and recognised as good practice within the LA	All practices related to this are reviewed termly as part of the approach to SEND and inclusion	Inclusion Chartermark awarded
Med Term		School's web-site contains details of school /local offer detailing provision and support for children with SEND	Parents/families able to identify schools with necessary or appropriate provision	Monitored ,reviewed and updated yearly	Children/families able to see city-wide offers and resources and within individual school.

			for children		More choice available for parents when selecting a school
Med Term	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Compliance with the Equality Act 2010	All policies clearly reflect inclusive practice and procedure	Monitored ,reviewed and updated yearly	All relevant information accessible to families/parents/carers and wider community
Med Term	Ensure equal access to ICT for all children	PCs installed in all classrooms incorporating a wide range of programmes which take account of a range of abilities and learning needs Ongoing review of software ensures programmes remain up to date and relevant to children e.g. Phonic Bug.	Learning more interactive/motivating for all children and particularly those with additional needs	Continued monitoring /review as part of coordinators role	All children have access to ICT as an additional tool for learning
Med Term	To ensure ongoing professional development for all staff resulting in high quality provision for children	Rolling programme of SEN /Inclusive practice/CPD training for all staff Audit/review of training needs for TAs to ensure all staff skilled in supporting individuals/groups/delivering high quality small group support etc. E.g. Specific TA training course/conferences delivered by LA	All staff continue to receive high quality training and continued professional development opportunities. All staff competent and confident in teaching and supporting children with additional needs	Continued monitoring and review as part of Asst Heads role	CPD opportunities on-going Good provision for children whose learning/behaviour falls outside what is expected.
Long Term	To evaluate and review the above short and long term targets annually	See above		Monitored ,reviewed and updated yearly	All children making good progress.

	To deliver findings/report on SEND status to the Governing Body	Regular reporting to Governors ensures all are fully informed	Governors are fully immersed in the life of the school	Annually /Termly SEN Governor / SENCO meetings	Governors fully informed about SEN provision and progress
Long Term	School to continue to develop pro-active approaches to take account of needs of individuals and family circumstances. Provide high quality, targeted support for children and families	Continued development and review of Nurture provision as a positive approach to tackling some children's complex needs	Permanent, designated rooms provided as Nurture Bases furnished and resourced appropriately. Two Learning Mentors and an LSA work together to provide a wide range of support for identified children	Termly meetings of the Safeguarding Team. Half termly review of provision	Nurture Bases set up with continuing development and support for children who experience difficulties in mainstream classes Children who find mainstream classrooms stressful or have additional nurturing needs have a permanent base with trained staff to support. Lessens the amount/occasions of difficult or unpredictable behaviour in the mainstream classes
Long Term	To continue to offer and develop fully Extended and Flexible Service and Wrap-Around Care	Demonstrates that the school is committed to excellent provision for children	School is able to offer a number of options for young children's care and education within a flexible programme e.g. different times/slots, breakfast club, after school club, holiday club School can offer F/T support for vulnerable children and their families	Continued monitoring and review As need arises with particular emphasis on Pupil Premium	Extended and flexible service in place. Parents offered wider choice in education and care of their children Strengthened links between parents and school Service continues to be developed in order to provide highest quality care

Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	<p>Ensure that emergency evacuation procedures are effective for all children</p> <p>Introduce Lockdown procedures in case of extreme event</p>	<p>Ensure nominated persons are known to all staff during evacuation procedures for all children with significant needs</p> <p>Key children/staff have individual evacuation plans in place</p> <p>Safeguarding Team to attend training, discuss procedures and introduce/roll out to all staff</p>	<p>All children/staff are protected by alarm and evacuation procedures</p> <p>All staff are fully aware of the procedures should an extreme event arise</p> <p>Key/named staff know their role in the case of such an event.</p> <p>All children/staff are protected by the procedures in place</p>	<p>Monitored ,reviewed and updated regularly</p> <p>Annual review</p> <p>June/July</p> <p>By end July 2018</p> <p>Then: monitored ,reviewed regularly and updated yearly</p> <p>July</p>	<p>Achieved (monitored, reviewed and updated regularly)</p> <p>All staff fully aware of the procedures and their role in case of an extreme event.</p>
Short Term	<p>Ensure visually stimulating environment for all children</p>	<p>Colourful, lively displays in classrooms and inviting role play areas in place.</p> <p>A stimulating and exciting outdoor environment extends learning opportunities</p>	<p>School environment (indoors and outdoors) supports learning, progress and attainment</p>	<p>Monitored and reviewed regularly</p>	<p>Lively and inviting environment maintained.</p>
Short Term	<p>Ensure all with a disability are able to be involved.</p>	<p>Review access for individual disabled children as part of Personal Provision Plan process</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and</p>	<p>Enabling needs to be met where possible.</p>	<p>Monitored and reviewed regularly</p>	<p>All children parents/carers and visitors to the school can access appropriately</p>

		<p>make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and requirements</p>			
Short Term	To ensure that the medical needs of all pupils are met fully within the capability of the school.	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed within an Individual Healthcare plan. Identify children with allergies informing teachers and kitchen staff of their needs. Produce and maintain Allergy Posters for display in key areas (kitchens/First Aid Rooms etc.)</p>	Health and safety requirements are met. All staff fully aware of children in school with medical needs	Monitored and reviewed regularly. Office staff inform key personnel of any new starters with allergies. Policies reviewed annually	Individual Healthcare plans in place and reviewed regularly. Children with medical needs are well managed in school. Allergy posters in place in key areas
	Ensure disabled parents have every opportunity to be involved	<p>Utilise disabled parking spaces for disabled parents/carers to drop off & collect children (card system) Offer a meeting time to explain letters home for some parents who need this Ensure school continues to adopt a proactive approach to identifying the access requirements of disabled parents</p>	Needs of all visitors/parents/carers are taken into account	Monitored ,reviewed and updated yearly	Disabled parents are not discriminated against and are supported to take interest and be involved in their child's education
Med Term	To build upon current community links	School to continue to have strong links with schools the consortia/network and Pupil Premium Hub (recently established) and the wider community.	Raised/improved awareness of disabilities within the wider community	Monitored ,reviewed and updated regularly with Annual review June/July	Improved community cohesion
Med Term	To ensure signage in and around school is accessible to all	Building Access audit reviewed/updated regularly Signs in and around school renewed when/as	Needs of all visitors/parents/carers are taken into account	Monitored ,reviewed and updated regularly with Annual review	School fully accessible to all

	members of school community	necessary		June/July	
Med Term	To provide appropriate 'work' and play areas for all children. Continue to develop playgrounds and facilities	Continue to develop external environment to include outdoor continuous provision , playground, equipment and resources Provide areas where children can 'be quiet' or restful if needed. Continue to develop the Nurture Lunchtime clubs	Staff to continue to work together to plan creative curriculum for outdoors which incorporates all areas of learning within EYFS Staff to continue to work together to develop a well-resourced, inviting outdoor environment across the school Good quality resources purchased to enhance children's physical development during playtime and lunchtime Benches purchased Canopies erected to provide shade Key children able to access specialist (Nurture) support	Monitored ,reviewed and updated regularly with Annual review June/July	All children in Phase 1 have access to outdoor provision which has been well planned and resourced to further independence and learning. Children have access to a welcoming, exciting outdoor environment Children engaged in play together. Less accidents take place Children continue to develop gross motor skills A valuable, additional teaching area/resource available for all A quiet place for children to access when needed Children have a choice of area to access according to their need. Inclusive child-friendly play areas Children with additional needs are supported at times when they feel most vulnerable. Less incidences

					of some negative behaviours
Long Term	Improve physical environment of school	School will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Needs of all are taken into account when planning changes to physical environment	Monitored ,reviewed and updated regularly with Annual review June/July	Enabling needs to be met where possible.
Long Term	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week. Bikeability for children, Road safety awareness sessions for Infant children	Health and safety given high priority	Monitored ,reviewed and updated regularly with Annual review June/July	Less accidents
Long Term	To maintain accreditation of Healthy Schools and Eco awards	Continue to work /review Healthy Schools and Eco schools targets	Raised awareness of managing and maintaining healthy lifestyle Children aware of wider issues relating to ecology	Monitored ,reviewed and updated regularly with Annual review June/July	Achievements of awards

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term	Continue to identify children/members of the wider school community with disabilities under the terms of the Equality Act 2010 to ensure all can access the curriculum and physical environment	<p>Use of admission form, letter/proforma to encourage parents/staff/governors to disclose this info</p> <p>Opportunities at induction meetings for parents new to school to arrange appt with Inc. Managers/Phase Leaders or home visits to further discuss their child.</p> <p>Continue with school's informal 'open door' policy as a means of addressing minor problems immediately</p> <p>Work with Parents/ Occupational Therapists/Physiotherapists/Springwood Heath Outreach service re. key children to ensure any with identified difficulties in this area (physical disabilities) are catered for</p>	<p>Children/adults with disabilities identified</p> <p>Possible barriers to access removed</p>	Monitored ,reviewed and updated regularly with Annual review June/July	<p>Any members of the school community with a disability are identified</p> <p>Progress of children with disabilities tracked as a discrete group</p> <p>Parents able to have any potential problems addressed a.s.a.p</p> <p>Full access to all areas of the curriculum and physical environment</p>
Short Term	Continue to monitor access to meetings for parents/carers with SEND	<p>Any meetings which use Power Point as a presentation medium should incorporate a printout of the notes as well</p> <p>Workshops on different aspects of the curriculum i.e. reading/writing skills etc. incorporated as part of the school's ongoing work with parents</p>	<p>Parents/carers have a more clear understanding of the meeting</p> <p>Parents included and supported in understanding curriculum developments /new initiatives.</p> <p>Practical ideas and</p>	Monitored ,reviewed and updated regularly with Annual review June/July	<p>Removing a possible barrier for those parents with SEND</p> <p>Practical, creative workshops a key feature in working with parents</p>

	Improve physical access to meetings for parents/visitors with disabilities	School continue to adopt a pro active approach and where possible identify any possible problems beforehand	activities demonstrated Parents/visitors able to physically access school. Any known barriers to access are removed or adjustments made		Removing possible barriers for those with disabilities
Short Term	To ensure good quality information sharing between home and school	Continue to offer home visits to parents of children new to the school if they so wish. Continue open door policy for parents to have opportunities to receive reports/information at face to face sessions e.g. parents meetings Use of school web site providing key information relating to all aspects of school Learning platforms such as Bug Club, accessible in the home as a further means of learning support Parent App developed. Reporting on childrens' progress is achieved via SIMS and e-mail messaging service half termly Text messaging service for parents in place	Regular meetings take place to enable parents to discuss their child's progress with CT Parents able to discuss their child's needs further with Inclusion Manager/Senior Leaders if needed Home and school are aware of issues which may impact on children's learning	Monitored ,reviewed and updated regularly with Annual review June/July	Admission forms contain section on disability Letters/proformas reviewed regularly to ensure they remain informative, relevant and up to date School web site to include relevant information to parents which they can access at home Bug Club, a valuable, well used resource for children and their families
Short Term	To ensure written information is accessible to all members of school community	Ensure information provided for parents is 'jargon free' 'Open door' policy to continue to ensure parents/staff have informal opportunities to discuss any possible problems	All members of school community are fully informed Some problems can be solved early and relatively simply with this informal approach	Monitored ,reviewed and updated regularly with Annual review June/July	Good systems of information sharing between home and school fully established
Med Term	To continue to develop parent and pupil support systems	Continue to develop the role of the Learning Mentors in supporting individuals and families	Vulnerable children and families identified A more proactive approach established	Monitored ,reviewed and updated regularly with Annual review June/July	Learning Mentors working across the school in supportive role. Parents/children know who this is and how to access.

		<p>To continue to liaise with Walton and Fazakerley Childrens' Centres to support individual children and their families (Early Years)</p> <p>Continue to develop EHATs as a means of accessing support for children and families</p> <p>Continue to develop links with Schools Family Support Service</p> <p>Continue to develop the role of the counsellor within school</p>			<p>Parents/pupils have good support mechanisms in school</p> <p>Vulnerable children and their families have a supportive network of professionals working with them</p>
Med Term	Assess the impact of current policies and practice in school in relation to SEND	To continue meetings with the inclusion staff, Nurture staff/LSAs, other agencies to discuss inclusion and disability related issues Feedback to HT/LMT and Governing body	<p>Policies and procedures in school are updated taking account of any inclusion or disability issues raised.</p> <p>The impact of policies and procedures in school are discussed and take into account the views of disabled members of the school community and parents of children with disabilities</p>	Monitored ,reviewed and updated regularly with Annual review June/July	Inclusion /disability/ equality continue to be given high priority in school
Med Term	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children. Records passed up to each class teacher.</p> <p>End of year class teacher transition meetings</p> <p>Annual reviews</p> <p>Pupil Profile meetings between SENCOs/Class teachers</p> <p>Medical forms updated annually for all</p>	Key records containing important info kept up to date and circulated as necessary	Monitored ,reviewed and updated regularly with Annual review June/July	<p>Each teacher/staff member aware of disabilities/medical needs of children in their classes</p> <p>Cooks/lunchtime supervisors aware of food allergies</p>

		<p>children</p> <p>Individual health care plans</p> <p>Significant health problems i.e. allergies – children’s photos displayed on staffroom notice board / dining rooms/main offices/info kept in separate file in staffroom/Class SEN registers/file contain key info updates as necessary</p>			
Long Term	<p>In school record system to be reviewed and improved as necessary</p> <p>(Records on Sims/ network/ protected)</p>	<p>Record keeping system to be reviewed regularly.</p>	<p>Continual review and improvement</p>	<p>Monitored ,reviewed and updated regularly with Annual review June/July</p>	<p>Effective communication of information about disabilities throughout school.</p>
Long Term	<p>To ensure good quality information sharing between home and school</p>	<p>All new starters to nursery/school are invited to attend induction meetings/workshops</p> <p>All parents of children identified as having additional needs are offered a home visit prior to starting school</p> <p>Series of informative workshops presented throughout school (e.g. reading, maths) aimed at children and their parents.</p> <p>Weekly ‘Read with Me’ (Foundation 2) Stay and Play sessions (Foundation 1)and Collective Workshops for parents /grandparents established</p> <p>Nurture Coffee mornings, ASD coffee mornings drop in /meetings, School Nurse and Childrens’ Centre Drop ins</p>	<p>Good home/school information sharing and better developed relationships</p> <p>Better targeted learning experiences for children involved</p> <p>Children and parents working together in school</p>	<p>Monitored and reviewed regularly</p> <p>continue to monitor/ review</p>	<p>Meetings set up and developed</p> <p>Smaller groupings developed/more personal approach</p> <p>Text messaging service established and reviewed regularly</p> <p>Sessions/Meetings set up and continue to be developed</p>

		<p>Ensure parents are aware of the protocols for raising concerns (i.e. first discussions with Class Teacher/Key workers, then to Phase Leaders/Inclusion Managers/SENCOs/Members of LMT, Deputies/HT</p> <p>School website contains key information for parents about curriculum, newsletters, key events etc.</p> <p>Blessed Sacrament App set up containing relevant info for parents/carers</p>	<p>Parents fully aware of opportunities for discussion re. their child</p> <p>Info readily available in accessible formats</p>	<p>Monitored and reviewed regularly</p> <p>Monitored ,reviewed and updated regularly with Annual review June/July</p>	<p>Parents confident in raising concerns if necessary</p> <p>Parents fully informed on all aspects of school life</p>
				<p>Annual reviews will take place in Summer Terms (June/July)</p>	