



## Access and Disability Plan Holden Lane Primary School

3-year plan

Date 5/3/22 to 5/3/25

Completed through responses of the Access and Disability Questionnaire February 2022 (36 were returned from parents) and Juniper Benchmark Data Autumn 2021-2022. This compares school data to national data from 2018-19.

Agreed by Governors.

### Table of disabilities/difficulties

No known disability	18
Learning disability	1
Dyslexia	5
Dyspraxia	0
Communication and interaction	2
Blind/Visually impaired	1
Mobility difficulties	2
Deaf/Hearing impaired	1
Physical difficulties	2
Mental Health difficulties	2
Attention Deficit Hyperactivity Disorder	2
Autism Spectrum Disorder	4
Asperger's syndrome	0
Diabetes	0
Epilepsy	1
Asthma	12
Any other additional needs	0

**1. Access to the Curriculum** including teaching and learning and the wider curriculum of the school, eg after-school clubs, leisure and cultural events or school visits.

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
<b>Short-Term</b>	All pupils have appropriate access to all areas of the curriculum.	Provide reasonable adjustments such as sensory cushions, timers, pencil grips, writing slopes, coloured overlays, y grip pencil, visual timetable, screens, Clicker 6, allowing for additional time and use of word mats to reduce working memory load. Strategies to support pupils with Autistic Spectrum Disorder.	Pupils will achieve their targets by accessing the curriculum through identified resources.	Ongoing-daily adaptations.	Pupils are monitored for their needs and adjustments are put in place.
	Provide access to off-site activities.	Monitor provision across the school.	Children will access an enriched curriculum through off-site activities.	Ongoing-trips assessed termly.	All children access events.
	Implement and deliver effective Learning Support.	Venues assessed to provide access to all parties. PLASC data collected to ensure support placed in correct classes.	Staff will be in the correct place to support pupils.	Beginning of each academic year and ongoing adaptation.	PLASC data created.
<b>Medium-Term</b>	Enhance the support of pupils with reading, writing and mathematics difficulties.	Analyse the outcomes of the Times Table Rock Star subscription for pupils with SEN and interventions provided.	Pupils will have deeper access to the curriculum.	Summer 2022	Children will continue to make progress in reading, writing and maths.
<b>Long-Term</b>	To improve writing across the key stages including pupils with SEN, EAL and Pupil Premium.	Research the groups that are underperforming. Discuss areas of difficulty with pupils.	Pupils will have aids to support their writing skills.	Autumn term 2022- Research groups that are underperforming. Spring Term 2023-discuss areas with pupils and provide support. Ongoing/Summer term 2023/24-review the impact of the support in place.	Underperforming pupils given support and pupils identified as dyslexic. Reasonable adjustments made in class and SENCO groups set up.
	To improve reading for SEN and EAL pupils.	Provide resources/writing aids to support writers. Implement reading interventions.	Pupils will improve their reading, writing and mathematics in the target groups.		
	To improve mathematics for girls, SEN and EAL.	Provide mathematics resources and intervention groups.			

## Accessibility Plan

### 2. Access to the Physical Environment including physical aids to access education.

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
<b>Short-Term</b>	To train members of staff to support pupils with SEND.	<p>Staff to complete training needs audit.</p> <p>INSET provided to staff members.</p> <p>Providing resources to simplify learning.</p> <p>Staff observations of members of staff with expertise.</p>	Staff members have the skills to support children with SEND.	Autumn 2022 and ongoing.	Staff will display expertise in supporting pupils with SEND during observations.
	To support pupils and parents/carers in managing asthma.	<p>Care Plans are produced and shared with all parties.</p> <p>Parents are informed when inhalers are expiring or have been used.</p>	Parents will be informed of the care that their child will receive when in school.	Spring 2022 and termly.	Parents will be confident in the level of care provided for their child when in school.
<b>Medium-Term</b>	To create an environment where all pupils can access the learning environment.	Colourful signs with visual aids to indicate school areas and equipment.	All pupils will be able to navigate the school and access its resources.	Ongoing	Trays are labelled with picture cues.

<p><b>Long-Term</b></p>	<p>To ensure pupils with SEND as Social, Emotional and mental health issues access lessons.</p>	<p>Provide strategies for the adults and pupils.</p> <p>Evaluate strategies in place to support pupils and analyse Boxall Profile for Social, Emotional and Mental Health pupils.</p> <p>Access support and advice from Supporting Schools Advisory Service, CAHMS and counselling services in line with Wellbeing Policy and action plan.</p>	<p>SEMH pupils will be able to access the curriculum.</p>	<p>Summer 2022</p>	<p>Pupils with SEND SEMH access lessons and attendance and behaviour (measured with a Boxall profile) will show improvement.</p>
	<p>To support the mental health of parents.</p>	<p>Provide support from external agencies to support parents.</p>	<p>Parents will have knowledge of supporting agencies.</p>	<p>Summer 2023</p>	<p>Parents with mental health difficulties will be supported to improve their child's mental health.</p>

## Accessibility Plan

**3. Access to Information** including planning to make written information available to pupils and their parents, taking account of pupils' disabilities and pupils' and parents' preferred formats.

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
<b>Short-Term</b>	To ensure school information is accessible.	Audit of information delivery procedures.	All parties will be able to access school information.	Autumn 2022	School is aware of accessibility gaps in its information delivery procedures.
	To ensure written information is accessible.	School seeks advice from external advisors.  Research screen readers for written information.	All parties will be able to access written information.	Spring 2023	School is aware of local services for converting written information into alternative formats.
<b>Medium-Term</b>	To ensure written information is accessible to pupils and parents with visual impairments.	Provide written information in alternative formats.	Written information is accessible to parents and carers with visual impairments.	Spring 2024	Written information is fully accessible to children and adults with visual impairments.

<b>Long-Term</b>	To ensure school website is accessible to children with SEND, EAL and their families.	Audit of website  Translator advice to be added to website.  Local Offer and Information Report is known and accessed.	Parents of children with SEND are able to access the website and Local Offer.	Spring 2025	Website, Local Offer and SEN Information Report is fully accessible.
------------------	---	--	---	-------------	--