

Stratford-sub-Castle Church of England Primary School

Access Plan – January 2022

This Access Plan links to the objectives identified in the *Equality Information* agreed by the school in January 2019.

Stratford-sub-Castle Primary School has previously identified that one of our Equality Objectives will be to address pupil mental health and wellbeing.

This Access Plan reflects the on-going challenges currently being experienced by young people following Covid lockdowns and the mitigation measures taken over the last two years. It is part of our commitment to preventing any mental health difficulties, which may start in childhood and then go on to have a greater impact in adult life.

This Access Plan reflects our commitment to equal access to the curriculum for all and our on-going work to develop strategies to extend, improve and share 'First Quality Teaching' strategies – specifically those regarding *Cognition and Learning, Social Emotional and Mental Health, Communication and Interaction and general Curriculum Access difficulties.*

Previous successes/ developments

- ✓ Wet room with shower and accessible toilet
- ✓ Changing table in Wet Room
- ✓ Accessible toilets for children and adults
- ✓ KS2 accessible/ gender neutral toilets
- ✓ Wildlife area/ outdoor classroom accessible to wheel chairs
- ✓ Thrive practitioner trained and in post

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Improving the **PHYSICAL ENVIRONMENT (and using it effectively)**

	<u>Targets</u> <u>(What we want to achieve)</u>	<u>Strategies</u> <u>(How we audit, gather evidence and plan what we need to do next)</u>	<u>Outcomes</u> <u>(What will happen as a result of our actions)</u>	<u>Timescale</u>
SHORT TERM	Use the school accessible wild life area/ the pond and surrounding area to allow children to take risks, make decisions and feel some control in their life in the outdoors . Pupils gain enjoyment from being outdoors.	Use MOD funding to train a TA to deliver Forest Schools across the school. Feedback from pupils, parents and link Governor.	Raised / maintained levels of pupil well-being, engagement and attendance.	September 2021 – July 2022
MEDIUM TERM	Trained Thrive practitioners work in classroom environment to support pupils in achieving good attendance levels and engagement in school life. Ensure the physical environment of each classroom is appropriate / accessible to the age and needs of the pupils.	Attendance and engagement of vulnerable pupils? Monitored by Curriculum and Standards Committee.	Raised / maintained levels of pupil well-being, engagement and attendance. All pupils supported to access the 'hands on' curriculum.	September 2021 – July 2023
LONG TERM	Maintain better than national average attendance and the positive feedback regarding inclusion from pupils and parents because pupils are included and feel 'comfortable' within their class/ school environment . All teachers implement First Quality Teaching strategies as 'second nature' and not an extra!	Health & Safety Committee and Curriculum Committee to monitor and evaluate the changes to and impact of the curriculum by discussions with staff & pupils. Monitor appropriateness of fabric and organisation of the building.	Raised / maintained levels of pupil well-being, engagement and attendance.	September 2021 - 2025

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Improving **ACCESS TO INFORMATION**

	<u>Targets</u> (What we want to achieve)	<u>Strategies</u> (How we audit, gather evidence and plan what we need to do next)	<u>Outcomes</u> (What will happen as a result of our actions)	<u>Timescale</u>
SHORT TERM	<p>All statutory policies updated regularly and available on the school web-site.</p> <p>A clear/ shared understanding of what First Quality means at Stratford-sub-Castle Primary School.</p>	<p>HC and KB designate a web-site day per term!</p> <p>Parent workshops – information sessions to support transitions</p> <p>Info about Letterjoin.</p> <p>Consult parents – what do they want to know? Ask children how their parents can best support their learning.</p>	<p>More information available on the school web-site.</p> <p>All staff are aware of what First Quality means at Stratford-sub-Castle Primary School and are able to use the ‘tool-box’ of strategies with confidence.</p>	January 2022- February 2022.
MEDIUM TERM	<p>Maintain opportunities for parents to gain verbal advice and support. (Non- written)</p> <p>Maintain opportunities for parents to gain written advice support and information.</p> <p>High quality Remote Learning that is maintained and evolving to meet the needs of all children.</p>	<p>Continue to develop new school web-site/ leaflets / notice boards.</p> <p>Use email and texts</p> <p>Governor review/ audit of web-site.</p>	<p>Parents able to access information from the web-site easily.</p> <p>Remote Learning is accessible to all.</p>	September 2021 – July 2022
LONG TERM	<p>All staff receive regular/ relevant training and are confident to deliver First Quality Teaching.</p>	<p>Staff Appraisal and discussions.</p> <p>SIA monitoring</p> <p>lesson observations by Subject leaders and SLT</p>	<p>All staff deliver First Quality Teaching and have a range of strategies in their ‘tool-kit’ to respond to individual needs.</p> <p>Staff are able to adapt their practice to suit the needs of individual and groups of pupils.</p>	September 2021 - 2025

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Improving **ACCESS TO THE CURRICULUM**

	<u>Targets</u> (What we want to achieve)	<u>Strategies</u> (How we audit, gather evidence and plan what we need to do next)	<u>Outcomes</u> (What will happen as a result of our actions)	<u>Timescale</u>
SHORT TERM	Review and cross-reference the Curriculum Map with the Knowledge & Skills progressions and Vocabulary progressions. Cross-reference with Knowledge Organisers Ensure the progressions are relevant and able to be adapted appropriately so that they are accessible to all ages, interests and needs.	Interview children – what do they like to learn about and how? Implement SIAP 2021-2022	Curriculum tailored to the needs of our particular children/ location.	September 2021 – July 2022
MEDIUM TERM	Review the RE Curriculum Map (Knowledge & Skills), <i>Discovery RE</i> and <i>Understanding Christianity</i> to ensure appropriate spiritual and moral development for all children.	RE Lead to work with SACRE to review the curriculum and audit the school RE curriculum.	Teachers are clear about what and why they are teaching in RE. Pupils able to implement a mindfulness approach and report benefits.	September 2021 – July 2023
LONG TERM	Relevant and linked Curriculum Map	Review Curriculum Map and supporting documents so that progressions are relevant and able to be adapted appropriately so that they are accessible to all ages, interests and needs.	Children enjoy learning and achieve. Good attendance maintained.	On-going!