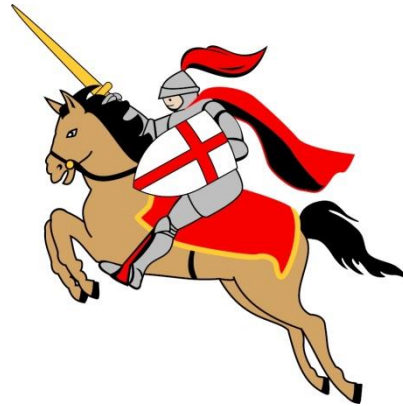


# Conisbrough Ivanhoe Primary Academy



Access Plan  
2015-2018

## Access to Information

Targets	Strategies	Timescale	Responsibility	Success Indicators
<p>To ensure information is as accessible as possible to all using different formats</p> <p>To ensure that parents/carers have the opportunity to share their views on information accessed</p>	<p>Easily accessible school website with key information, policies, newsletters (including back copies)</p> <p>Database for texting parents with key information, accident information and general reminders</p> <p>Homework front page with key information and comment box</p> <p>Blog on school website</p> <p>Twitter comments</p>	<p>2015-2018</p>	<p>Joe Brian Jackie Sutton Website Team</p>	<p>Parents demonstrate awareness of key policies</p> <p>Fewer/no issues arising from lack of information, for example, school closure and accidents</p> <p>Parental comments demonstrate access to and awareness of information</p>

To raise staff and parent awareness of ASD and Dyslexia and the communication difficulties involved	<p>INSET by SENCo</p> <p>Workshops for parents by SENCo</p> <p>Visual timetables in all rooms</p> <p>Individual timetables for identified children</p>	<p>Autumn 2015</p> <p>Autumn 2015</p> <p>Ongoing</p> <p>As required</p>	Karen Wild	<p>Staff are more able to identify dyslexic tendencies and autistic traits in children and amend practice to meet their needs</p> <p>Parents are more able to understand the difficulties encountered by their children and are more able to meet their needs</p>
To improve parent understanding and management of children's behaviour	Triple P workshops for parents either individually or in small groups	2015-2018	Faye Denigan	<p>Parents are more able to understand and manage their children's behaviour.</p> <p>Children are calmer and more able to access school and home life and subsequently achieve their potential</p>

## Access to the Curriculum

To ensure that school visits are accessible to all children and staff	Additional appropriate venues to be added to the school's list	2015-2018	All staff	Children's life experiences and vocabulary are enriched
To increase staff confidence in differentiating lessons and the curriculum	Training on ASD and Dyslexia (KW/FD) Access to specialist teachers in Maths (JN) and Dyslexia (KW) Work alongside subject leaders	2015-2018 ongoing	All staff	Children are more able to access learning Staff use a wider variety of strategies and plan a wider range of activities to address all learning styles
Review PE curriculum and ensure PE is accessible to all	Teachers to work closely with Active Fusion and other PE providers on inclusion. Teachers ensure that Sports Week has a wide variety of activities	Annually	All staff	All children are able to access PE and Sports Week safely and to the best of their ability
To understand the increasingly complex needs of children in mainstream schools	Extend links with Special Schools to share strategies and resources	2015-2018	JB and KW	Staff learn new strategies and have additional resources to meet the needs of children

## Access to the Physical Environment

To identify and improve any access issues	Through school questionnaire to find out access needs of parents/ carers /pupils	Annually	JB and Chair of Governors	Board of Governors is made aware of any issues and they are addressed  Emergency evacuation is quick and easy for all users
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## School Life

To increase children's awareness and understanding of disability within society	Extend links with Special Schools	2015-2018	JB and KW	Children show awareness and understanding of disability through actions and feedback
	World Awareness Week to include visits from HI Team, VI Team, Guide Dogs for the Blind, and physically disabled children. PE teachers differentiate to ensure access for all	Annually	JB and KW	
		2015-2018	All staff	

## School Policies

To ensure that all policies consider access and equality for all users	All policies consider access and equality for all	Ongoing	All staff	Access to all aspects of school life for all pupils
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