



West Denton Primary School –Access Plan -2023-2026

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	To identify children who need assessments and then allocate Ed Psych time.	SENDCO and Assistant SENDCO meet to go through possible children. Communicate with staff around any new concerns they have.	Assessments can be carried out and recommendations given to support the children in school.	Timetable ED Psych time by October 2023. Observations and assessments ongoing through the school year.	Children's needs are identified and targets and strategies are in place to support individual children. Evidence gathered for future EHCPs/specialist provision secured.
	To update SEN Support Plans throughout the school in line with One Trust and LA.	Staff meeting to go through new requirements and detail needed. Staff provided with assessment tools to	All class teachers have a clearer understanding of the needs of the children in their class and any disabilities are at	Class teachers to complete them by October 2023 then review termly.	SENDCO to monitor and feedback to staff where changes may need to be made. A bank of

		support SMART target generation.	the fore.		exemplar plans are available for staff.
	Raised awareness of the curriculum needs of pupils with cognition and learning, specifically auditory and visual memory needs as well as language and communication disorders. (SCART Doc)	All classrooms to display a visual timetable. Create safe calm spaces so children are able to self-regulate their sensory needs.	Overview of the needs of children with Language and communication, EAL in West Denton Primary. Children access the room off the ICT Suite	Autumn term 2023 Address other priorities for the second and third year. Weekly slots allocated	Increased access to the curriculum for all groups. Raise outcomes for children with these needs. Children are calmer and their sensory needs are met.
	Clarification of support role of support assistants in meeting the needs of children with speech and language difficulties.	Work with lead LSA/ONE Trust to agree role of school staff in supporting individual children.	Pupils know targets and how to achieve them. Who will help and how often.	Ongoing	Increased access to the curriculum through specialised support for pupils with speech and language

					difficulties.
Medium Term	To embed effective transitions within school but also with feeder schools.	Plan key transition events. Communicate with other feeder schools. Strong communication with SENDCOs of feeder schools.	Children's needs are met more effectively through transition activities and events to ensure they feel happy and safe.	Key times throughout the year. Visits from feeder school in the autumn term, Summer term for class transition and to feeder schools.	Vital information is shared and passed on along with strategies that work well for individuals.
	To improve school-based resources for children with specific needs.	To audit resources and work with professionals to provide specialist resources for individual children. Dyslexia, dyspraxia, Speech and Lang. Purchase appropriate software.	School has specialist resources to cater for individual children as recommended by professionals.	Annual budget.	School develops a bank of resources for children to allow better access to the curriculum.
	Additional advice to staff on teaching EAL pupils and targeted	Use web-based resources and ONE Trust schools.	Additional support as required.	Needs basis.	EAL pupils' language formally assessed-staff

	support allocated to EAL pupils.				issued with guidance-better access.
Long Term	Doors and signage not to be confusing / disorientating for pupils. Visual impairment/ ASD	Improve signage and décor throughout school.	Areas improved. Contrasting paint on hand rails or steps into yard.	Ongoing	Signage improved.