

THE MORTIMER FEDERATION OF ST JOHN'S AND ST MARY'S
Access Action Plan 2019-2023

ACTIONS REQUIRED	BENEFIT	PERSON RESPONSIBLE	RESOURCES AND COST	TIME SCALE	SUCCESS CRITERIA	EVALUATION
Increasing access to the curriculum for disabled children						
To seek the views of all children and families including those with SEND.	Improved information about the views of children with SEND and families.	Class teacher Office admin Learning Detective (MSJ) SENCO	Cost of questionnaires. SENCO time.	Annually	School understands views and needs of children with SEND and their families.	
Staff training to meet the needs of children with disabilities and SEND, in particular children joining the school. (Anticipatory duty).	Staff able to make appropriate provision for disabled children joining the school and moving year groups.	SENCO Class teacher Head of School X2	Cost of training.	Ongoing	Staff training to match needs to SEND children.	
Staff source appropriate equipment to support for SEND children in teaching and learning (Anticipatory duty).	School well equipped to support needs of SEND children and their families.	All staff.	£300 (Ledger code E0619 or E0616)	Annually	Through liaising with external professional bodies for advice. Children will have equipment suitable to meet their needs.	
Open access to all activities with appropriate support.	Ensure disabled children are given the opportunity to participate equally in all school activities both on and off site.	Class teachers SENCO Head of School X2 Teaching Assistants	Cost of activities.	On going	Disabled children confident in choosing, taking part in and completing any school activity.	
Audit the representation of disabled people in teaching resources, especially in library and improve if necessary.	Ensure promotion in equality and diversity for all children through representation of teaching resources.	Class teachers All co-ordinators	Cost of resources.	On going	Resources, especially library, reflect a range of disabilities.	
Use Collective Worship to introduce this year's Shooting stars and Peer Mediators and remind children about them on	All children are aware of Shooting Stars (MSJ) and Peer mediators (MSM) to help relationships in	All staff	High-vis jackets and Badges for Shooting Stars (MSJ) and Red vests for the Peer	On going	Profile Shooting Stars System & Peer Mediator system raised and used by children across age range.	

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the playground and the way they can be used to help them with relationships.	school and on the playground.		Mediators (MSM) Recruitment and staff training time.			
Teachers' planning to identify specific interventions / support for particular groups of children. Progress of groups, e.g. SEN, FSM, to be tracked.	Ensure that curriculum planning meets the needs of all groups of children in school.	All staff Monitored by SMT and co-ordinators	Cost of Supply to complete monitoring.	On going	Differentiation evident in teaching and the highly differentiated curriculum enables all learners to participate and make progress across the curriculum.	
Vulnerable children are identified before coming to school, relationships between school and parents are formed from an earlier opportunity.	To develop liaisons with pre-school settings (MSJ) and Infant schools (MSM) for vulnerable children, using schools new pro forma to record details.	FS staff SMT	Cost of Supply to complete transition visits	Annually	School will be aware of vulnerable children and support for families put in place.	
Improving the physical environment of the school to increase access to education and associated services at the school						
Ensure that policies and procedures reflect the needs of disabled children and staff.	School is aware of the access needs of disabled children, staff and parents.	SMT	Cost of changing accessibility as needed	On going	The school is able to respond to emerging needs of disabled students and staff.	
Train all staff about access points for disabled children.	Ensure that all disabled children can be safely evacuated.	All staff	Cost of changing accessibility as needed.	On going	All disabled children and Staff, and staff working with them are safe and confident in the event of a fire or other causes of evacuation.	
Improving the provision of information for disabled children where it is provided in writing for children who are not disabled						
Ensure it explicitly welcomes disabled children and	School Website to be accessible and comply with current	Office SMT		On going	Parents/carers feel confident in the information they have about the school	

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parents and those with SEN	statutory Requirements					
Work towards providing a booklet to help parents who have children with a disability. Include strategies to support, programmes, useful contacts etc.	To share a range of strategies and resources to support parents with children with a disability.	SMT	Supportive booklet available for current and future parents.	As appropriate	Parents/carers feel confident in the information they have about how and where to go to help their child.	