



William Alvey CE Primary School, Sleaford
Access Plan – SEND

Aim	Current Good Practice	Person(s) Responsible	Monitoring
<p>Increase access to the curriculum for pupils with SEND</p>	<ul style="list-style-type: none"> • A broad and balanced curriculum is part of our universal offer to all pupils. • Teachers adapt their lessons, offering scaffolding and an appropriate level of challenge to all pupils according to their differing needs. • A broad range of additional interventions are used across the school to meet differing needs. These may be delivered by Teaching Assistants, class teachers or SENDCOs. Examples include: Wordblaze, IDL, Language for Thinking and sensory Circuits. • Resources are tailored to the needs of those who require additional support to access the curriculum. Examples might include: coloured overlays, writing wedges and physical copies of a text. • Resources used in lessons include examples of those with additional needs. • Class teachers and SENDCOs track all pupil progress, including those with SEND. • Class teachers and SENDCOs meet to set, and review, SEND targets at least three times a year. • SENDCOs meet with parents of children who have more severe, and complex SEND prior to their admission to school. This allows us to better understand a child's needs and can take any measures needed to improve accessibility. 	<p>Class teachers</p>	<p>Year Group Leaders</p> <p>SLT</p> <p>SENDCOs</p>
<p>Maintain and improve access to the physical environment.</p>	<ul style="list-style-type: none"> • Our school environment is adapted to the needs of pupils as is required. This includes: a lift in the Y3/Y5 block; a ramp between the main block and middle block, disabled toilets and a paediatric change station for older pupils needing nappy changes. 	<p>Site Manager</p>	<p>SLT</p> <p>SENDCOs</p>

<p>Increase participation in extra-curricular activities.</p>	<ul style="list-style-type: none"> • We offer a wide range of extra-curricular activities which are accessible to all and suit differing interests. • Planning for off-site visits and residential trips considers the accessibility needs of the cohort attending. • We audit sporting opportunities offered as part of the Carre's outreach team to ensure fair access to all pupils including those with SEND. 	<p>Year Group Leaders SENDCOs Lyndsey Warrener – sports lead</p>	<p>SLT SENDCOs</p>
<p>To promote positive attitudes to SEND.</p>	<ul style="list-style-type: none"> • Maintain a school ethos where differences are celebrated in line with our whole school values. • Further develop the school's Growth Mindset approach, particularly around resilience and challenge. • Our school environment reflects our belief in Growth Mindset and embraces challenge and mistakes as part of learning. 	<p>Class teachers YGLs Rachel Saunders – Growth Mindset Lead SENDCOs</p>	<p>SLT SENDCOs</p>

Long term	Targets	Strategies	Outcome	Time frame	Goals Achieved
	All SEND children achieve in line with their peers.	<p>INSET training on differentiating the curriculum supported by outside agencies. Updating as and when required. EP, EBSS, SALT, SIS etc.</p> <p>Sharing new resources to support staff.</p>	Teachers are more confident in meeting the needs of children with disabilities in accessing the curriculum.	Ongoing	Staff, show appropriate differentiation in all lessons.