

Rationale				OVERALL VISION/INTENTIONS		
This Access Plan pays due regard government law and the local authority directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001.				<ul style="list-style-type: none"> ➤ Students across the Key Stages have an appropriate (differentiated and personalised) support to access the curriculum, the pastoral system, the school site and information to fit their needs. ➤ To adhere to the legislation 		
Quality – Leadership and Management			Consistency – Monitoring and Evaluation			
Lead	Success Criteria	Timescale	Specific Action	How do we monitor this?		
Access to the curriculum	Senior Leaders	Improved access to the curriculum for students where the program of study is differentiated to the student’s needs to enable them to achieve expected levels of progress and to take part fully in the life of the school	ongoing	<ul style="list-style-type: none"> • Appropriate students are identified, and their curriculum progress is tracked and supported by curriculum leaders. This includes those who start with EAL (English as an Additional Language) • Continual professional development to support teachers of disadvantaged students • Staff can access information about disadvantaged students on the vle including viewing any student with a one page profile • Increased use of assistive technology and IT equipment, including dedicated laptops made available to students on lessons • Staff to ensure correct position for each student in class. Relevant records kept on the teachers class map • Staff to ensure that access to trips and extra- curricular events is a successful part of school life 	<ul style="list-style-type: none"> • Analysis of performance data and observations by senior leaders which is linked to outcomes from school data. This includes data for student cohorts including but not limited to EAL and Free School Meals (FSM) • Staff will attend professional development sessions that are relevant to these students 	
	SENDCo	Students entitled to access arrangements are assessed The established arrangements are shared with staff so that these students can fully access the curriculum	ongoing	<ul style="list-style-type: none"> • SENDCo ensures that the relevant assessment is completed for each student, which can be from Year 9 (Summer). These arrangements are shared with teachers to enable them to plan for the student’s needs. Staff development is made available to support introducing any practice changes 	<ul style="list-style-type: none"> • Access arrangement register maintained • Lesson observation carried out by SEN team • The teachers class maps are updated to show relevant information 	
	SENDCo	All students with a statement are transferred to an Educational Health Care Plan	September 2018	<ul style="list-style-type: none"> • SEND Manager to coordinate this through the student, parent/ carers and other professional providers to the transfer to a EHCP • Targeted support put in place using additional adults in the classroom 	<ul style="list-style-type: none"> • Register reviewed and regularly maintained by SEND Manager • The teachers class maps are updated to show relevant information 	
	SENDCo	Staff know about the SEN Code of Practice and the Sheffield Support Grid which identifies appropriate provision based on need	ongoing	<ul style="list-style-type: none"> • Training through Continual professional development for staff 	<ul style="list-style-type: none"> • Focussed lesson observations on access to the curriculum and the schools site for students 	
Access to pastoral support	Attendance teams	<ul style="list-style-type: none"> • Students with an additional need to have good or better attendance & achievement • Continue to develop school strategies to identify and tackle causes of poor attendance for students 		<ul style="list-style-type: none"> • Overall attendance for students to be better than 95% • Attendance team follow established procedures to promote improved attendance 	<ul style="list-style-type: none"> • Half Termly review of attendance figures • Termly presentation to governors 	
	Year 6 and 7 Transition team	Early identification of individual students’ needs, allowing for effective planning and support for transfer of Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits)	Summer Terms	<ul style="list-style-type: none"> • Each year the Year 6 and 7 transition and pastoral teams visit each primary school to collect information prior to them commencing at All Saints to allow a smooth transfer in Year 7 and beyond • Transition program delivered for Year 6 students into Year 7 	<ul style="list-style-type: none"> • Relevant information is added to our school systems to support staff during the transition period • Reviews of student and parent/ carer surveys 	
	SENDCo	<ul style="list-style-type: none"> • Improve lunchtime arrangements for disadvantaged students 	Ongoing	<ul style="list-style-type: none"> • Additional staffing used to support disadvantaged students • Adjustments made to accommodate these students 	<ul style="list-style-type: none"> • Monitor arrangements during meal times • Relevant staff trained when appropriate 	
Site accessibility	Pastoral and Building team	<ul style="list-style-type: none"> • Students, parents/ carers and visitors are not disadvantaged when using the school site 	Ongoing	<ul style="list-style-type: none"> • Parent’s evening arrangements are developed to include arrangements to access the building and teaching staff • Fire evacuation plan in place for appropriate students 	<ul style="list-style-type: none"> • Responding to individual needs of parents and carers at these events 	
Access to information	Pastoral team	<ul style="list-style-type: none"> • Improve access to written information which is as comprehensible as possible for students, parents/ carers or visitors • Parents/ carers use Show my Homework to track the work set by teachers 	Ongoing	<ul style="list-style-type: none"> • All homework is appropriately differentiated and clearly recorded on Show My Homework • Teachers to follow the literacy policy for the presenting and marking of class work • Staff training is made available using Show My Homework and the teachers Literacy toolkit • Printed information is appropriate for any student 	<ul style="list-style-type: none"> • Senior leaders carry out regular audits of homework set • Focussed work scrutiny • Reviews of student and parent/ carer surveys 	
Overall Measures of Success	EXTERNAL <ul style="list-style-type: none"> ➤ Progress 8 is positive and increasing ➤ Local authority completes the transfer to Educational Health Care Plans for statemented students ➤ Sheffield support grid is accurate and confirmed by locality moderation ➤ Parent/ Carer survey confirms Show My Homework is a a tool to support the learning of disadvantaged students ➤ SEND surveys shows a positive view on supporting their child 			INTERNAL <ul style="list-style-type: none"> ➤ Period performance data shows that this group of students are making good progress from known starting point ➤ Numbers of disadvantaged students in sixth form increase ➤ Students survey rates the school for pastoral support 		