

Access Plan

Current Situation September 2024:

In the last decade, building work has improved access for visitors, children and employees. From January 2011 there has been a new secure entrance with ramped access and disabled toilet facilities. Since September 2016 a new classroom has been built, in addition to the remodelling of another, which has further enhanced facilities for people with disabilities. Recent objectives met include enhancing the fire alarm system to ensure it meets current regulations. In 2025 a new classroom will be built to replace the Mobile Classroom. This will aid access for wheelchair users. There are challenges ahead however to meet the needs of all stakeholders. These need to be done in a phased way to ensure that change and development is done within a sensible timeframe. All plans developed for the school sit within the context of our vision, values and aims.

Vision:

We want our children to be independent learners who are resilient and positive. They will be able to work co-operatively and interdependently and understand the world that they live in, respecting diversity and the views of others. Our children will have and retain a lifelong love of learning.

Values

- We believe that people at South Hykeham Community Primary School should be respected as individuals.
- We value the happiness of all at South Hykeham through the creation of a positive environment.
- We value striving for high standards in all that we do.
- We believe that our children's opinions are important.
- We believe that everyone should have equal opportunities in our school.
- We value our environment.
- We value links with the wider community.
- We value the commitment and professionalism of our staff.
- We value the community that we have created.

Pupil and Staff audit:

- Approximately 22% of our children have Special Educational Needs including four children who have Education Health Care Plans
- In addition we have a number of children who have medical needs such as Type 1 Diabetes.
- We will consult all stakeholders prior to the publication of this plan.

Absence and Exclusion

Action	Timescale and person responsible	Success Criteria	Cost	Monitoring and Evaluation
1. To ensure that absence rates are monitored carefully in all groups within school, intervening where attendance is below 92%	Administrator - ongoing	S.L.T. aware of comparative rates of absence amongst children from S.E.N. register, with medical needs etc. and actions taken where children's absence hits trigger levels.	Available on Integris.	Standards Committee of G.B. through questioning of Head.
2. To monitor suspension rates in school for different groups.	Administrator – ongoing	S.L.T. aware of comparative rates of exclusion amongst children from SEN register, with medical needs etc.	Available on Integris.	Standards Committee of G.B. through questioning of Head

Curriculum

Action	Timescale and person responsible	Success Criteria	Cost	Monitoring and Evaluation
3. To ensure that the curriculum is accessible to all groups in school.	Review each year to ensure that the curriculum is accessible and relevant. S.L.T.	Any curriculum review reflects the needs of school and all of its pupils. Particular emphasis should be placed on P.E, Science, School Trips and physical aspects of other areas. Disability should be reflected within the planned curriculum.	3 x S.M.T. meetings per year.	Standards and Curriculum Committee.
4. Monitoring of academic standards within groups, including vulnerable groups funded through the Pupil Premium.	Ongoing on a termly basis. D.H.T.	School fully aware of academic performance across school in SATs using DfE, LA and in house data. Any issues identified feed into School Improvement Plan.	HT / SMT meeting time. 3 meetings per year.	Standards and Curriculum Committee
5. Provision of work in different formats	Ongoing. D.H.T. (SENCO)	Identify needs of specific pupils and publish work in specific formats e.g. large print, coloured	Teaching Assistant (1:1) time for lesson preparation.	SENCO

		backgrounds for children who experience visual stress.		
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Physical Environment

Action	Timescale and person responsible	Success Criteria	Cost	Monitoring and Evaluation
6. To ensure that staff, children, parents and visitors can move around the school independently through fire doors.	Headteacher July 2025 – this objective has carried forward from the previous three plans due to costs involved.	All fire doors to have devices fitted to ensure that they remain open unless activated to close by the fire alarm.	£2000	G.B. Finance and Premises Committee.
7. To address parking such that dedicated disabled parking spaces are available.	Resources and Infrastructure Committee July 2025 (carried forward from last plan due to delay in replacing mobile classroom).	Hard play area created on field and car park created on existing hard play area.	£60,000	Full G.B.
8. To ensure safe disabled access to the Victorian Classroom without having to leave the building.	Resources and Infrastructure Committee July 2025 (carried forward due to lack of finance).	A safe internal access point created for wheelchair users	£10,000	Full G.B.

Information:

Currently the school publishes its brochure, Ofsted report and additional information for parents in word documents written in English. Where possible and practical these can be published in a larger font and in different languages (with support from the relevant department of the Local Authority). Where parents have reading difficulties, staff are able to support by explaining information and supporting form filling.