School Access Plan

Name:

Key Adults:

AIM

TIMETABLE

ADJUSTMENTS

Start Date:____/____/____   Review Date:____/____/____

SAFE ADULTS and how to access them

SAFE PLACES and how to access them

THINGS I CAN DO to help myself

THINGS ADULTS CAN DO to help me

School Access Plan
– Supporting Notes –

Rather than a 'return to school' plan, I've called this a school access plan as you may want to consider enabling children to access school via a range of methods rather than pure attendance on site. For example, you might have some online provision (either on the school site or from elsewhere) or you might look at flexi-schooling where the child attends school part of the time and learns from home or elsewhere part of the time.

The plan is designed to be simple, but you could always use it as a starting point and build on it if you wish. One thing I did NOT do was include a place for the child to 'sign' this like a contract as I think that places a lot of pressure on the child and loses sight of this as an evolving document that should change regularly.

I'll briefly walk you through the plan and how I envisage it being used, but feel free to make it your own!

Key Adults
It is important to have adults who 'own' the plan and will make sure it is regularly reviewed etc. You may include someone at home as well as someone at school.

Aim
This needs to be an achievable aim that is driven by the child. I would envisage this aim being updated very regularly (as often as weekly) – the child needs to feel 'I can do this' or there will seem little point in trying at all. So keep it small then celebrate and create a new aim once the first one is achieved.

Timetable
Note the current timetable as agreed with the child here – this then creates a sharable document that everyone is agreed on. It can be reviewed regularly.

School Access Plan
– Supporting Notes –

Adjustments

Note all adjustments that will be made to enable the child to attend and engage. Agree these between child, family and school and be ready to update these as needed. Listen to the child, about adjustments they feel will help them whilst also suggesting any additional ideas that the child may not have thought of.

Start and Review Date

Review and refresh the front page as often as weekly whilst the second page may stay more consistent. The review date might be at the end of the first week of trying a new timetable and set of adjustments. Review often and tweak the plan to suit. Slow and steady wins the race here, keep working as a team with the child at its heart in order to make progress.

Safe Adults and Safe Places

Here, work with the child to identify places and faces that make them feel safe and consider exactly when and how these can be accessed and what the back up plans might be.

Things I can do

Include here a list of the skills and strategies a child has to help themselves, this is a helpful reminder to them and to their supporting adults.

Things Adults can do

Here we make a note of the things that supporting adults can do to help the child if they become distressed or overwhelmed. You might also include what NOT to do.

Progress is about more than attendance, we are looking for a child who feels safe and able to engage with and enjoy school as well as being physically present.