



The Woodlands Community Primary School

Accessibility Plan



Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To liaise with Nursery Providers to review potential intake for September 15.	To identify pupils who may need additional to or different support from provision for Sept 15 intake.	Sept 2015/2016	HT EYFS Teachers	Procedures/equipment/ideas set in place by Sept 15.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	HT SENDCO All subject leaders	All policies clearly reflect inclusive practice and procedure.
	To establish close liaison with parents.	To ensure collaboration and sharing between school and families.	Ongoing	HT All teachers	Clear collaborative working approach.
	To establish close liaison with outside agencies for pupils with on-going health needs.	To ensure collaboration between all key personnel.	Ongoing	HT TAs Outside agencies	Clear collaborative working approach.
	To ensure full access to the curriculum for all children.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants 	Ongoing	Teachers SENDCO Ed Psych	Advice taken and strategies evident in classroom practice. ASD (Autism Spectrum Disorder) children supported and accessing curriculum.

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		<ul style="list-style-type: none"> • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy. 			
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENDCO	Progress made towards IEP targets. Provision mapping shows clear steps and progress made.
	To monitor attainment of Gifted and Talented Pupils.	Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually	HT SENDCO Class Teachers	G & T children making proportionate progress. Achieving above average results.
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SMT Core curriculum co-ordinators Governors	All children making good progress.
	To improve paths around school and install handrails for access	Work with Staffordshire CC to make improvements.	Annually	HT Staffordshire CC Janitor	All paths improved and maintained. Handrails installed.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENDCO meetings	SENDCO SMT / SEN Governor	Governors fully informed about SEN provision and progress.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SMT	Enabling needs to be met where possible.

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	To ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	To ensure all children with a disability are able to be involved in day to day school life.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HT SMT Occupational Health	
	To review and update medical information in each class	Ensure all medical information is up to date and current in each classroom to ensure when children move from room to room, all staff are aware of needs.	With immediate effect to be constantly reviewed	SENDCO	
	To ensure medical training is up to date with all staff (where appropriate)	Staff to have regular training on medical equipment used in school e.g. Epipens etc.	With immediate effect to be constantly reviewed	HT SMT SENDCO	

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	To ensure disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents (where appropriate) • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	School to continue to have strong links with schools in Staffordshire Authority and the wider community.	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community and the world and their needs. Improved community cohesion
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via newsletters Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator SMT	No accidents

Aim 3: To improve the delivery of information for disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
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SHORT TERM	To ensure all children with ASD have access to the curriculum.	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children to be able to access the curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing	All staff to be aware SMT HT	
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> Records passed up to each class teacher End of year class teacher meetings Annual reviews IEP meetings Medical forms updated annually for all children Personal health plans Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom. 	Annually	Class teachers Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

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LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review in school record system and improve where necessary.	SEN files to be updated.	Annually	SEND SEN Governor	Effective communication of information about disabilities throughout school.

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