



The Woodlands Community Primary School

Accessibility Plan



Aim 1: To increase the engagement and participation in events for all pupils within school.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery Providers to review potential intake for September.	To identify pupils who may need additional to or different support from provision for Sept intake.	Ongoing	HT EYFS Teachers	Procedures/equipment/ideas set in place by Sept.
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 including regular meetings, transition periods and home school diaries where needed so that all staff and families work together to support the education of the children.
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. Meetings with health agencies.
To ensure full access to the curriculum for all children.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: • A differentiated curriculum where needed • The use of adaptive teaching to assist in developing learning opportunities for children and also in assessing progress in different subjects.	Ongoing	Teachers SENDCO Outside agencies	Advice taken and strategies evident in classroom practice. Lessons are adapted. Assessment for learning is evident and amendments are made to meet individual needs. Support staff work effectively with children with additional needs.

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	• A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy if needed. • School resource base so that children can receive individual, personalised learning opportunities. • A range of activities planned as after school clubs offered to all children.			Children working within the resource base (Treehouse and Treetops) receive effective support both academically and emotionally. Children can access outside clubs with support where needed.
To 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 ILP targets. Graduated approach in place Involvement of outside agencies where required Early identification of special educational needs. Amendments to interventions are timely to ensure progress.
To promote the involvement of children with physical disabilities in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Alternatives to enable children with disabilities to participate successfully in lessons • Positive images of disability within the school so that pupils grow into adults who have some	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.

	understanding of the needs of people with disabilities.			
To ensure paths around school and handrails are safe and maintained	Regular checks by caretaker All school to report any issues as they are noticed to ensure that they are quickly rectified.	Ongoing	Whole school approach	All paths and handrails maintained.

Aim 2: To improve the physical environment of the school to increase the extent to which all pupils can feel safe and secure within school so they are able to learn and progress.

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	SLT	Enabling needs to be met where possible. Adaptations in place within the classroom. Concerns are raised and addressed.
To ensure visually stimulating environment for all children	Relevant displays in classrooms and inviting role play areas in early years environments.	Ongoing	Teaching and non-teaching staff	Children access the displays to support independent learning.
To ensure all children are involved in day to day school life.	Create access plans for individual children as part of ILP process Liaise with families.	Ongoing	Teaching and non-teaching staff	Enabling needs to be met where possible. Outside agencies are involved and strategies and recommendations are implemented.
To ensure that the medical needs of all pupils are met	To conduct parent interviews, liaise with external agencies, identifying	Ongoing	HT SLT	Health care plans shared with staff.

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fully within the capability of the school.	training needs and establish individual protocols where needed.		Health agencies	
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.	At the start of every year (September) and discussed and updated after discussions with families during parents' evenings.	SENDCO Class Teachers	Health care plans shared with staff.
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. Epi-pens, asthma, epilepsy etc.	Bi-annually	HT SLT SENDCO	Staff are trained to use medical equipment.
To ensure all parents have every opportunity to be involved	• Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters (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	Ongoing	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To improve community links	School to continue to have strong links with schools in Community Academy Trust and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community and the world and their needs. Sendco engages with the local Send and Inclusion hub.

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				Improved community cohesion
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via newsletters. Regular checks by caretaker All school to report any issues as they are noticed to ensure that they are quickly rectified. School gates to be closed during the school day.	Ongoing	SLT	No accidents

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

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children with disabilities have access to the curriculum.	Regular parental communication Personalised learning Use of resources Classroom arrangements amended where necessary. Adapted planning and resources.	Ongoing	All staff to be aware	All children access the curriculum
To enable improved access to written information for pupils, parents and visitors.	Raising awareness of font size and page layouts will support pupils and parents with visual impairments. Translate documents into family's home language. Use of symbols or images during lessons. Labelled resources with symbols or images.	Ongoing	All staff to be aware SLT HT	Parents will be able to access school information
To review children's records ensuring school's awareness of any disabilities	Information collected about new children.	Annually	Class teachers Outside agencies	Each teacher/staff member aware of disabilities of children in their classes. SEND register current and up to date.

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	• Records passed up to each class teacher • End of year class teacher transition meetings • Annual reviews • 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.			
To review in school record system and improve where necessary.	SEN files to be updated. Class teachers to keep SEND red folder up to date.	Ongoing	SENDCO SEN Governor	Effective communication of information about disabilities throughout school meaning that children receive effective support.

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