



**Wembrook Primary School**  
Accessibility Plan

**Date: 2018-2021**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b></p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> <li>Review accessibility of ICT (including IPads and whiteboards) using specialist expertise.</li> </ul>	January 2020	Meet with Jo Webb ICT manager to discuss accessibility in ICT.	ICT Co-ord & SENCO	<p>Leadership Team</p> <p>√ Bought in Clicker 7 in Jan 2018. √ Training given to TAs for Communication In Print working with children with ASD/ communication difficulties. SENCO and 1 TA trained in March 2019. Training then disseminated to TAs from SEN team.</p>
	<ul style="list-style-type: none"> <li>Seek feedback from pupils in review of ICT equipment and resources.</li> </ul>	January 2020	Pupil voice interviews	SENCO	
	<ul style="list-style-type: none"> <li>Prioritise new software/equipment to purchase, including ICT programmes for children with learning difficulties.</li> </ul>	Jan 2018	Liaison with IDS/STS for training-In Print	SENCO	
	<ul style="list-style-type: none"> <li>Organise new training for TAs, teachers and admin staff on use of the new version of Communicate in Print when it arrives in school.</li> </ul>	March 2019		SENCO	
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> <li>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> </ul>	Ongoing	Teacher Training x 2 by SENCO on Code of Practice and differentiation, use of TAs etc.	All staff SENCO	SENCO/SMT-through lesson observations and sampling lesson planning
	<ul style="list-style-type: none"> <li>Circulate Warwickshire's "Reasonable Adjustments" Classroom Checklist to all staff and discuss during a</li> </ul>	February 2020	Refresh staff meeting on making reasonable adjustments and	SENCO	Leadership Team and SEN Governor

	<p>staff meeting. Ensure all classrooms and resources are organised in accordance with pupils need.</p> <ul style="list-style-type: none"> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>▪ Ensure all staff in Year 2 and 6 are aware of accessibility arrangements for SATs tests for pupils with learning difficulties and disabilities.</li> <li>▪ Review PE accessibility for all pupils</li> <li>▪ Prepare and distribute pupil questionnaires to review their views about accessibility within learning opportunities within their classrooms</li> <li>▪ Meet with SEN governor to discuss accessibility for pupils</li> </ul>	<p>Ongoing Training in March 2019 for ASD Tier 1. Training by SENCO in Jan 2018 on dyslexia. Attachment training Jan 2020.</p> <p>Summer term 2019 Ongoing</p> <p>2021</p> <p>SENCO to do Pupil questionnaires March 2020</p> <p>October 2019</p>	<p>Personalising Learning and One Page Profiles</p> <p>Staff meeting times and INSET Days Cost of Training WISSSP HUB with other schools to address supporting mental health of pupils and staff. (See WISSSP action plan).</p> <p>SENCO to meet with Year 2 and 6 staff. Year 6 and 2 staff attend training on accessibility each year.</p> <p>SENCO and P.E Co-ordinator meet to discuss accessibility.</p> <p>SENCO time</p> <p>Time to meet with SEN Governor.</p>	<p>SENCO &amp; Year 2 and 6 Staff</p> <p>P.E subject leader &amp; SENCO.</p> <p>SLT</p> <p>SEN Governor and SENCO</p>	<p>P.E subject leader &amp; SENCO.</p> <p>SLT</p> <p>Head Teacher</p>
--	---	---	--	---	---

<p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular activities and identify any barriers.</li> <li>▪ Ensure school activities (including trips and residential activities) are accessible to all students.</li> <li>▪ Investigate TA flexibility to cover extra- curricular activities if needed.</li> <li>▪ Seek advice from IDS re alternative accessible venues for residential trips.</li> </ul>	<p>2022</p> <p>Ongoing. School is mindful of this when arranging trips. More focus in 2022 to audit this.</p>	<p>Governors to identify contingency budget for TA cover for extra curricular activities if needed.</p> <p>Training needed on risk assessments for trips and extra curricular activities.</p>	<p>SENCO Head teacher</p> <p>Governors</p> <p>SENCO Head teacher</p>	<p>Leadership Team</p> <p>Governors</p>
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ Analyse impact of school policies in relation to pupils with disabilities. Involve School Council in reviews.</li> <li>▪ Consult pupils and staff on any proposed changes.</li> </ul>	<p>2022</p>	<p>Leadership Team, subject leaders and SENCo time to review policies and to consider implications for Disability Access.</p>	<p>Leadership Team, subject leaders and SENCo</p>	<p>Governors SENCO Head teacher and SLT</p>
<p><b>Premises</b></p> <p>Improve site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>▪ Review personal evacuation plans if appropriate.</li> <li>▪ Identify accessible play equipment (School Council involved).</li> <li>▪ Look into feasibility of a sensory room. Look at suitable room/area and cost.</li> <li>▪ Improve signage of evacuation procedures, internet safety, fire drill etc</li> <li>▪ Review new signage of room functions.</li> </ul>	<p>Autumn 2022</p> <p>Summer 2020</p> <p>Autumn 2020</p>	<p>Money for sensory room.</p> <p>Seek advice from IDS/STS by</p>	<p>Head teacher SENCO Reception Staff</p>	<p>SENCO Head teacher SMT</p> <p>IDS Head Teacher</p>

	<ul style="list-style-type: none"> <li>▪ Review use of Communicate in Print in signage.</li> <li>▪ Review entrance signage for all users.</li> <li>▪ Review access to the school site for wheelchairs and visually impaired children.</li> </ul>	<p>Autumn 2020</p> <p>Autumn 2020</p> <p>Autumn 2020 (looking at accessibility for Nursery child to start Nursery in Spring 2021).</p>	arranging a visit to school site.		SEN Governor
<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>▪ Review PSHE Curriculum- positive images of disability.</li> <li>▪ Review Assembly Programme: Discuss with SMT- widen focus of Different/Same theme</li> <li>▪ Involve local disability groups in assemblies and visits to school</li> <li>▪ Regular items for newsletter highlighting achievements of pupils with disabilities</li> </ul>	2021	Time to meet with PSHE Lead Assembly times	PSHE Co-ord and SMT	Leadership Team and Governors
<p><b>Newsletters and Information</b></p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> <li>▪ Large print and audio formats etc as required.</li> <li>▪ Monitor uptake of documents in alternative formats</li> <li>▪ Review accessibility of newsletter and letters for parents.</li> <li>▪ Homework information available as information sheets in alternative formats as appropriate.</li> <li>▪ Use of Communicate in Print software.</li> </ul>	2021	.	Admin team SENCO SMT	Admin team SENCO SMT