

Appendix 1 – Woodseaves CE Primary Academy Accessibility Action Plan 2024

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability/additional need.</p>	<p>Our school offers a curriculum which is adapted for all pupils where required. We use resources tailored to the needs of pupils who require support to access the curriculum. This includes, but is not limited to, the use of adapted written texts and 1:1 support/ small group support where necessary. Curriculum resources include materials adapted to enable access such as enlarged texts for visually impaired children, resources to support access for dyspraxic children. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. These are reviewed with the school's SENCO regularly, alongside</p>	<p>Continue to use resources which include a range of disabilities role models.</p> <p>Whole staff training on adaptations to curriculum access as required.</p> <p>Ensure that all pupils with disabilities continue to be able to access the full curriculum..</p>	<p>Purchase of suitable resources.</p> <p>Consider the images and role models shown in resources used in the classroom.</p> <p>MAT training on access to the curriculum for all.</p>	<p>Michelle Easthope</p>	<p>Ongoing as need evolves and children with additional needs join the school.</p>	<p>The curriculum at Woodseaves is adapted to meet the needs of all pupils successfully as a result, all children make expected progress across the curriculum regardless of any disability.</p>

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	<p>children, parents and carers and class based staff.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Children are assessed to determine whether there is a need for access arrangements to ensure that they are able to complete end of Key Stage tests to the best of their ability. This includes the use of scribes, extra time and prompters.</p>					
<p>Maintain access to the physical environment</p>	<p>This includes:</p> <ul style="list-style-type: none"> - Disabled toilets x1 - No internal steps or stairs. - Additional gate opened for wheelchair use - Wide doorways to enable wheelchair access. - Visual timetables <p>PEPs are in place for children who need them in the event of a fire. Temporary ones are drawn up if children suffer a short term injury in which their mobility is restricted.</p>	<p>Continue to ensure that appropriate adaptations are made to ensure the school remains accessible.</p>	<p>Ensure all steps have yellow warning lines which are refreshed as needed so that they are more user friendly for children with a visual impairment.</p>	<p>Site Manager</p>	<p>Ongoing</p>	<p>The pedestrian access to the school is accessible to wheelchairs and pushchairs.</p>

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<p>Improve the delivery of information to pupils and parents with additional needs</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources where required. Pictorial or symbolic representations Digital communication (audio reading available) such as Class Dojo HT presence on the school gate each morning. <p>Providing parents with information via the digital newsletter advising parents of children with disabilities of support networks available.</p>	<p>To increase awareness of support networks for parents of children with a disability.</p> <p>Provide all correspondence in large font/Braille where this is needed.</p>	<p>Adapt correspondence as required to respond to the needs of all pupils.</p> <p>Develop SEND focus clinics with SENCO.</p> <p>Encourage parents to sign up to digital communications.</p>	<p>Michelle Easthope</p> <p>SENCO</p>	<p>Ongoing in response to need</p> <p>Office staff</p>	<p>Parents feel more informed and about the level and type of support available.</p> <p>Correspondence is accessible to all.</p>