

## Appendix 1 – Woodfield Primary Accessibility Action Plan

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</p>	<p>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 personal workstations, adapted written texts and 1:1 support/ small group support where necessary. Curriculum resources include examples of people with disabilities. 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. The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Availability of a laptop for all</p>	<p>To raise the awareness of all staff on how to meet the social, emotional and academic needs of children with a range of disabilities (for example, dyslexia, dyspraxia, autism spectrum disorders)</p> <p>To achieve Dyslexia Friendly Status</p> <p>That increased numbers of staff have training on communication strategies eg .Makaton to assist those children who respond more</p>	<ul style="list-style-type: none"> <li>• Complete audit of need with all members of staff</li> <li>• Receive training from SEN Start /Educational Psychologist on how to support children with autistic spectrum disorders</li> <li>• Whole staff training on early signs of dyslexia/ dyspraxia</li> <li>• Whole staff training on supporting children with Asperger's Syndrome</li> </ul>	<p>P Salisbury M Holt</p>	<p>Ongoing as need evolves and children with additional needs join the school.</p>	<p>Staff have a greater awareness of how to ensure that children with dyslexia, dyspraxia and autism are best supported to allow them to reach their full potential in school.</p>

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	<p>children with dyslexia to help them with the writing process.</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>	effectively using this form of communication.	<ul style="list-style-type: none"> <li>Ensure key members of staff receive training on communication methods, e.g. Makaton</li> </ul>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required and is regularly reviewed when new children join the school.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Wheel chair elevator from the main reception to school</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>2 x disabled toilets. 1 located at the main reception and one located in the demountable classrooms located off the</li> </ul>	<p>Improve access to the school for children with a visual/hearing impairment.</p> <p>Improve access from the main entrance to the field for wheel chair users.</p> <p>Create an additional disabled car park space on the school car park.</p>	<p>Complete a survey of the environment to establish how accessible it is for children with a hearing/visual impairment.</p> <p>Establish a hearing induction loop in necessary parts of the school building depending upon current pupil need.</p> <p>Ensure all steps have yellow warning lines so</p>	<p>P Salisbury S Hill</p>	<p>Ongoing</p>	<p>Children with a physical impairment are able to successfully access the school grounds and feel safe doing so.</p>

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	<p>playground.</p> <ul style="list-style-type: none"> <li>• Lowered reception hatch</li> <li>• Disabled Parking Space located on school carpark</li> <li>• Visual Timetables</li> <li>• 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.</li> </ul>		<p>that they are more user friendly for children with a visual impairment.</p>			

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources where necessary</li> <li>• Visual timetables</li> <li>• An open door policy in which parents can arrange to talk to staff at their convenience</li> <li>• At least termly meetings with children</li> <li>• PEC boards</li> <li>• Newsletters (available with translations if required)</li> <li>• Class dojo</li> </ul>	<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>Provide leaflets, which are readily available, advising parents of children with disabilities of support networks available.</p> <p>Adapt correspondence as required to respond to the needs of all pupils.</p>	<p>P Salisbury M Holt</p>	<p>Ongoing in response to need</p>	<p>Parents feel more informed and about the level and type of support available.</p> <p>Correspondence is accessible to all.</p>