

## 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
Increase access to the curriculum for pupils with a disability.	The school has an adaptive approach to all teaching to secure pupils' access to effective and meaningful learning.	To maintain an adaptive approach to teaching and learning to ensure all pupils have equal and fair access to effective teaching and learning.	Subject Leaders to review their curriculum and pupils' subsequent progress each term.	Mr Arnold Mrs Cattell	Termly scrutiny of data	The curriculum is effective for boosting pupils' knowledge and understanding.
	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, targeted group support where necessary.	To provide effective and meaningful learning aids to support pupils' access to lessons.	SENDCo to review all IEPs and to meet with staff to identify resource/ equipment needs.	Miss Walker Mrs Nevins-Stanford	Ongoing as need evolves and children with additional needs join the school.	Staff have a greater awareness of how to ensure that children with dyslexia, dyspraxia and autism are best supported to allow them to access learning and to reach their full potential.
	Curriculum resources include examples of people with disabilities.	To ensure all pupils can see themselves within all aspects of school and use of resources to gender feelings of	Computer hardware such as laptops and personal iPads are available for all children with disabilities to help them with the writing process.  Complete audit of resource needs with curriculum subject leads and SENDCos.	Miss Walker Mrs Nevins-Stanford		The school is welcoming places high regard for' diversity and equality.

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	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. These are reviewed with the school's SENDCo and Trust's Associate SEND adviser regularly and shared as appropriate with parents and carers. All targets are specific, measurable, achievable, realistic and time bound. Targets are shared with pupils to support their understanding and motivation for working towards and achieving them.</p> <p>The curriculum is regularly reviewed to ensure it meets the needs of all pupils – meeting both National Curriculum requirements and pupils' intrinsic learning interests.</p>	<p>belonging and acceptance.</p> <p>To adhere to the school's termly assessment programme, analysing data and adapting teaching and learning as appropriate for all pupils.</p> <p>To ensure all pupils have fair access and equality of opportunity for undertaking termly assessment tests.</p> <p>To measure all pupils' attainment and progress, identifying next step learning.</p> <p>To maintain a reflective approach to the effectiveness of the school's curriculum.</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,</p>	<p>Receive training from the assessment leader for the effective analysis of data and planning of next steps.</p> <p>Termly pupil progress meetings to be led by senior leaders with all year group teams.</p> <p>Subject leaders to monitor pupils' exercise books and attainment data to be informed of the school's effectiveness.</p> <p>Receive training from SEN Start /Educational Psychologist on how to support children with autistic spectrum disorders.</p>	<p>Assessment Leader/ Phase Assistant Headteachers</p> <p>Subject Leaders</p>	<p>2 weeks prior to the end of each term.</p> <p>Termly following each data drop.</p>	<p>Staff are analytical and can explicitly identify pupils' strengths and areas for development.</p> <p>The school's curriculum is fully aligned to the National Curriculum and is contextualised to appeal to Woodfield pupils' interests and enjoyment.</p>

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	<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 prompts.</p> <p>School nurse training is organised at least annually with all staff to ensure they are as fully informed as possible for supporting pupils with a disability.</p> <p>Educational visits are carefully planned to include all pupils' access to develop pupils' Cultural Capital.</p>	<p>dyspraxia, ADHD and autism spectrum disorders). To achieve the 'Autism Friendly School Award'.</p> <p>To provide fair and equal access to all standardised/ school-based assessment tests.</p> <p>To update staff's knowledge and understanding of pupils' medical needs to be able to support and attend in an emergency.</p> <p>To devise an annual programme of educational visits to enhance the pupils' learning experiences and Cultural Capital.</p>	<p>Whole staff training on early signs of dyslexia/ dyspraxia and supporting children with Asperger's Syndrome</p> <p>Following Assessment and Reporting Arrangements and guidelines for the administration of all statutory assessments, e.g. Reception baseline, phonic screening check, multiplication times table check and KS2 assessment tests.</p> <p>Ensure all staff attend statutory medical training and key members of staff receive training on communication methods, e.g. Makaton, as required.</p> <p>Year group leaders to plan educational visits meaningful and appropriate for enhancing learning experiences.</p>	<p>Mr Arnold Mrs Cattell Assessment Leader</p> <p>Mrs Cattell Attendance and Medical Officer</p> <p>Year Group Leaders</p>	<p>Termly and as each test is required to be administered.</p> <p>Annually – September and as required.</p> <p>Termly.</p>	<p>In line with DfE guidelines, all pupils access tests as required.</p> <p>All staff are confident in attending to pupils' medical needs.</p> <p>Pupils' learning experiences are enhanced by accessing meaningful educational visits.</p>

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<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>• Corridor width</li> <li>• 2 x disabled toilets. 1 located at the main reception and one located in the demountable classrooms located off the Early Years playground.</li> <li>• Additional door handles for helping with access into classrooms with a step</li> <li>• Lowered reception hatch</li> <li>• Key signage for pupils with English as an additional language</li> <li>• Designated disabled parking space located on the carpark at the rear of the school</li> <li>• Visual timetables</li> <li>• PEEPs 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>To provide a welcoming access to the school for children with a physical disability or visual/hearing impairment.</p> <p>Improve access from the main entrance to the field for wheelchair 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>Audit the school's signage for parents and pupils with English as an additional language.</p> <p>Consider establishing 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 that they are more user friendly for children with a visual impairment.</p>	<p>Mr Arnold Mr Hill</p>	<p>Ongoing upon scrutiny of audit findings and reviews.</p>	<p>Children with a physical impairment are able to successfully access the school grounds and feel safe doing so.</p> <p>All parents, pupils and visitors feel welcomed to the school.</p>

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<p>Improve the delivery of information to pupils with a disability.</p>	<p>Woodfield Primary School uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage in a range of languages reflecting the school's diversity</p> <p>Access to Google Translate</p> <p>School staff with ability to translate in Punjabi, Hindi and Urdu</p> <p>Large print resources where necessary</p> <p>Visual timetables</p> <p>An open-door policy in which parents can arrange to talk to staff at their convenience at the start and end of the day</p> <p>At least termly meetings with parents and carers to share pupils' progress</p> <p>PEC boards (picture exchange communication resource)</p> <p>Newsletters (available with translations if required)</p> <p>ClassDojo with translation option</p>	<p>To increase awareness of support networks for parents and carers of children with disabilities.</p> <p>Provide all correspondence in large font 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>Upon arriving at school, ensure all parents and carers sign up for ClassDojo to be able to access the translation option.</p>	<p>Mr Arnold</p> <p>Mrs Cattell</p> <p>Miss Barkley (EAL Leader)</p> <p>Miss Robinson (Office Manager)</p>	<p>Ongoing in response to need of pupils, parents and carers.</p>	<p>Parents feel more informed and about the level and type of support available.</p> <p>Correspondence is accessible to all.</p>