

## Appendix 1 – Woodseaves CE Primary Academy 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/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 differentiated to meet the needs of all pupils successfully as a result, all children make expected progress across the curriculum regardless of any disability.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<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>Improve and maintain access to the physical environment</p>	<p>This includes:</p> <ul style="list-style-type: none"> <li>- Disabled toilets x1</li> <li>- No internal steps or stairs.</li> <li>- Wide doorways to enable wheelchair access.</li> <li>- Visual timetables</li> </ul> <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>Improve wheelchair access via the pedestrian gate.</p>	<p>Discuss with premises team the adaptation of current steps.</p> <p>Ensure all steps have yellow warning lines 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>

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.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources where required.</li> <li>Pictorial or symbolic representations</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>Develop SEND focus clinics with SENCO.</p>	<p>Michelle Easthope</p> <p>SENCO</p>	<p>Ongoing in response to need</p> <p>Office staff</p> <p>Spring 2023</p>	<p>Parents feel more informed and about the level and type of support available.</p> <p>Correspondence is accessible to all.</p>