



Woore Primary and Nursery School

Accessibility Plan

Full Governors	Summer 2023
Review	Summer 2026

At Woore Primary and Nursery School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind this Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

1. He or she has a physical or mental impairment.
2. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan will contain relevant actions to:

- Improve and develop awareness of **Equality and Inclusion**.
- Improve and develop access to **the physical environment** of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan should be read in conjunction with:

1. The LA Admissions Policy
2. School Prospectus
3. Equality Policy
4. Behaviour Policy
5. Special Educational Needs Policy
6. The School Offer
7. Curriculum Policies and Intents
8. Teaching and Learning Policy
9. School Development Plan
10. Vision Statement

Monitoring

This policy will be reviewed on a 3 year cycle unless legislation changes.

Access Plan – Part 1 Access to the School Curriculum

Item	Targets	Strategies	Success Criteria	Timescale	Responsibility
1	To identify any special educational needs/specific provision for children allocated to start in reception for the next academic year.	Liaise with own nursery staff and staff from other pre-school settings between May and July to discuss needs of specific children. Visit children in own setting and in other settings where necessary. Conduct home visits to pupils starting in reception and hold discussions with parents.	<ul style="list-style-type: none"> • Provision is in place to support pupils due to start in reception 	May-July annually	SENDCO/ Class 1 teacher
2	To identify the specific needs of pupils to enable them to access the curriculum as fully as they can.	Liaise with parents, class teacher, SENDCo and outside agencies (e.g. Education/Educational Psychologist/SALT) to identify pupils' specific needs.	<ul style="list-style-type: none"> • Needs are identified and recorded to inform the relevant staff members and pupils' parents 	When required/ On-going	SENDCo/ Teachers/ TAs/ Outside Agencies
3	To establish and maintain a close liaison with parents.	Parents are invited into school regularly to discuss their child's progress and additional needs.	<ul style="list-style-type: none"> • Parents are updated on the progress their children are making in school and support in their home learning and development 	Termly	Parents/Class teacher/ SENDCo

4	To establish and maintain close liaisons with outside agencies for pupils with additional needs	To release the SENDCo and Class teacher from their other duties to liaise with Angela Willis (Edvocation) and other advisory bodies to discuss the needs of specific children.	<ul style="list-style-type: none"> Discussions staff hold with outside agencies support evidence and strategies required for specific pupils and their additional needs 	On-going	SENDCo/ Class teacher/ TAs
5	To ensure children with additional needs have a clear PCP including a 'Plan, Do, Review' document from which class teachers work from.	Class teachers work with the SENDCo to develop clear 'Plan, Do, Review' plans for children who require additional support or interventions.	<ul style="list-style-type: none"> Plan, Do, Reviews set specific targets for pupils and track interventions and/or additional support effectively. 	On-going	SENDCo/ Class teacher/ TAs
6	To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits.	Early planning and risk assessments along with parental discussions for regular trips, to meet identified needs of pupils who are in the school.	<ul style="list-style-type: none"> All pupils are accessing and experiencing the wider curriculum and additional opportunities available 	When required	SENDCo/ Class teacher/ Educational Visits Coordinator
7	To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision.	Early planning and risk assessments along with parental discussions and discussions with after school staff to meet identified needs of pupils who are in the school.	<ul style="list-style-type: none"> All pupils are accessing and experiencing additional extra-curricular opportunities available 	Termly	Headteacher/ SENDCo/Class teacher/After school Staff
8	To regularly review the curriculum and teaching plans to ensure children have access to all parts.	Details on this are outlined in the Teaching and Learning Policy and within individual subject policies. Class teachers review and adapt the suitability of individual lessons for specific pupils on a weekly/daily basis according to their regular lesson planning.	<ul style="list-style-type: none"> All pupils are able to access lessons at a suitable level to support their needs 	On-going	Class teachers

9	To provide continued provision of sensory friendly spaces and resources to support children to self-regulate.'	To ensure a safe space in each classroom which is calm and has a range of sensory resources for children to access when they are struggling to regulate their emotions.	<ul style="list-style-type: none"> A defined space is available in each class to support those who need to regulate 	On-going	Class teachers
10	To ensure effective transition arrangements (between classes and children going to Y7) with additional transitions and specific arrangements for SEND pupils.	Move up days in summer term, transition meetings between teachers (within school). Additional arrangements made for pupils with SEND in Y6 moving to Y7. Possible visits to the school with SENCO (if appropriate).	<ul style="list-style-type: none"> Transition runs smoothly and children are well supported 	Summer term annually and if required with in-year transfers	SENCO Teachers
11	Ensure pupils' needs can be met using IT equipment or other resources following identification when required.	Use recommended equipment and materials from LSAT, SALT, EP, OT and other agencies.	<ul style="list-style-type: none"> Pupils have the resources they require to enable them to access the curriculum, e.g. wobble cushion, flexible seating, handwriting tools, writing slope, computer software etc 	On-going/ As required	SENDCo/Class teacher/ TAs
12	Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs of pupils.	SENDCo and class teachers attend relevant training which supports the inclusion of pupils with additional needs. Training is disseminated to the wider staff where appropriate to help support pupils.	<ul style="list-style-type: none"> Staff have a comprehensive overview of specific areas of SEN which ensures they are able to support the provision for pupils in school. 	As required/ annual refreshers for staff via SENDCO	SENDCo/Class teacher/ TAs/ Support staff
13	Termly pupil progress meetings between headteacher/teachers/SENDCO to identify SEND or other pupils making insufficient progress.	Data used to identify progress highlights those not making the necessary progress. This leads to further discussions and plans to ensure the necessary support is available for pupils.	<ul style="list-style-type: none"> Pupils falling behind are identified and given the necessary support needed 	Termly at pupil progress meetings	Teachers/SENCO/Headteacher/Support staff

14	Provide scribes / readers / additional time for optional and National SATS where pupils are eligible	Scribes are provided to support pupils to record their answers in national tests. Readers and additional time is available to support pupils with additional needs to enable them to access the test.	<ul style="list-style-type: none"> Pupils access the national tests with appropriate support through accessibility arrangements 	Annually for national tests	Headteacher to arrange
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Access Plan – Part 2 Access to the Physical Environment

Item	Targets	Strategies	Success Criteria	Timescale	Responsibility
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1	To ensure adequate access to the main parts of the school.	<p>Ensure ramps are positioned to ensure access to the corridors, classroom, hall and toilets. Ramps located:</p> <ul style="list-style-type: none"> -Corridor to playground -Class 1 to outdoor area -Level access through reception into school <p>Where any further ramps are required (from class 2 and 3 to playground)- temporary structures to be added until permanent structures in place. Use of corridor access instead.</p> <p>Disabled toilet in Reception area at present. In the Autumn 2023, we will be having an additional disabled toilet within the new GP room to the side of the school. This will be easily accessible to pupils.</p>	<ul style="list-style-type: none"> • Entry to main school corridor, classrooms, hall and toilets accessible by a wheelchair user. 	As required	Headteacher
2	Learning areas are accessible for pupils.	Regular review of layout of classroom/other working spaces around school to ensure it meets the needs of specific children when being used.	<ul style="list-style-type: none"> • Children are not excluded from learning opportunities because they cannot access around the classroom or equipment 	On-going	Class teacher/ TAs
3	Personal evacuation plans completed for students who are identified as requiring one	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements.	<ul style="list-style-type: none"> • All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully. 	Updated annually (or sooner if required)	Headteacher

Access Plan – Part 3 Access to Information

Item	Targets	Strategies	Success Criteria	Timescale	Responsibility
1	To provide a range of written information to suit the needs of any individual within our school.	Use of coloured paper/coloured overlays/text size/visual timetables etc	<ul style="list-style-type: none"> • School can provide written information to meet the needs of all pupils. 	On-going/ As required	SENDCo/ Class teacher
2	To provide appropriate technology to enable pupils with SEN to access the curriculum.	Sufficient laptops/tablets to enable all specified children to access written information	<ul style="list-style-type: none"> • Laptops and tablets are available for identified pupils to use to support their learning 	On-going	Headteacher/ Class teacher/ TAs
3	Parents have access to relevant materials and supporting bodies to ensure they feel supported to help their own children who may have additional needs.	The school website stores a range of information to support parents of pupils with varying needs. The SENDCo provides additional materials to parents as required to help support identified pupils and their needs.	<ul style="list-style-type: none"> • Parents are able to access information through the school website and through discussions and resources via the SENDCo to support their children. 	On-going/ As required	SENDCo