

Wrockwardine Wood Infant School & Oakengates Nursery Federation
Accessibility Action plan 2017-2019

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Persons responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for</p>	All SEND children receive First Quality Teaching (FQT)	CPD for staff to access regular training to support children with a disability.	SENDCO and School Leadership Team (SLT)	December 2017	<p>NQT's & RQT's are planning appropriately for children.</p> <p>Support staff are encouraging children to be independent thinkers and learners.</p>
		To ensure all children with ASD have access to the curriculum	Contact Educational Psychologist, LSAT for support and	SENDCO Learning Support Advisory	December 2017	Children with ASD make expected progress

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	pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.		training for NQT's RQT's	Teacher (LSAT) Educational Psychologis t		
		To ensure children with hearing impairment have access to the curriculum	Contact Sensory Inclusion team for support and training for RQT and Nursery staff	SENDCO Sensory Inclusion Team	December 2017	Hearing Impaired children make good progress
		To finely review assessment systems to ensure attainment and progress of SEND children is accurate	NQT/RQT training Scrutiny of assessment system Regular liaison with parents	SENDCO Deputy Headteache r	MARCH 2018	Assessment systems are appropriate for SEND children
Improve and maintain access to the		To ensure the building is accessible for	The school will take account the needs of	Governing Board	SEPT 2018	The school is accessible and meets the

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physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	parents and children	children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and more accessible facilities and fittings.	Headteacher SENDCO		needs of children, staff and parents
		Ensure environment is appropriately calming and conducive to engagement and focus for all children	To provide a holistic learning climate that thoughtfully plans the spaces and resources and the ethos and atmosphere that enables all children to engage in deep level learning – at their own levels according to their special needs and/or disabilities.	Governing Board Headteacher SENDCO SLT Class Teachers and support staff	MARCH 2018	Children are engaged in learning and making good progress

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		<p>To ensure that the medical needs of all children are met fully within the capability of the school.</p>	<p>To hold parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>	<p>Head Teacher SENDCO HV OT Occupational Health</p>	<p>SEPT 2017</p>	<p>Children with medical needs have the necessary equipment and support so they can access their learning.</p>
		<p>Ensuring disabled parents have every opportunity to be involved in the life of the school</p>	<p>Utilise disabled parking spaces for disabled parents to drop off & collect children Arrange interpreters from the RNID to communicate with hearing impaired parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to</p>	<p>School Business Manager (SBM) and Admin Team Headteacher (HT) Governing Board (GB) School Leadership Team (SLT) Class Teachers</p>	<p>SEPT 2017</p>	<p>Disabled parents are not discriminated against and take interest and are involved in their child's education</p>

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			identifying the access requirements of disabled parents	and Support Staff		
Improve the delivery of information to pupils and parents with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 	<p>To review children's records ensuring school's awareness of any disabilities</p> <p>To ensure request for information about children is accessible to parents</p>	<p>Review induction paperwork and how the school collects information about new children.</p> <ul style="list-style-type: none"> • records from any previous setting • reports from outside agencies • Annual reviews • Support plans meetings • Medical forms • EHCP's • Health Care Plan for medical condition e.g. asthma, Diabetes 	<p>School Business Manager (SBM) and Admin Team</p> <p>Headteacher (HT)</p> <p>Governing Board (GB)</p>	MAY 2018	<p>Each staff member aware of disabilities of children in their family groups</p> <p>Parents can easily access the paperwork we ask them to complete e.g. Health Care Plans</p>