

Wrockwardine Wood Infant School & Oakengates Nursery Federation Accessibility Action plan 2024-2027

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

Protected Characteristics Disability, Gender reassignment, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation

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	Success criteria
<p>Increase access to the curriculum for pupils with a disability <i>(This includes teaching and learning, visits, breakfast club, after school activities)</i></p>	<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>All SEND children receive First Quality Teaching (FQT)</p>	<p>CPD for staff to access regular training to support children with a disability.</p>	<p>SENDCO and School Leadership Team (SLT)</p>	<p>ECTs are planning appropriately for children.</p> <p>Support staff are encouraging children to be independent thinkers and learners.</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>To ensure all children with ASD have access to the curriculum</p>	<p>Work with the Educational Psychologist, LSAT for support and training for ECTs</p>	<p>SENDCO Learning Support Advisory Teacher (LSAT)</p>	<p>Children with ASD make expected progress</p>

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<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Children with additional needs have an Individual Provision Map (IPM) which includes access to First Quality teaching, effective assessment, achievable targets and adjustments to the learning environment.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ➤ modify adult language in terms of complexity, vocabulary, utterance and speed ➤ visual timetables and resources to engage learners <p>Educational Visits are carefully planned so all children can be included.</p> <p>Staff access high quality training and advice from other professional such as the Educational</p>			Educational Psychologist	
	To ensure children with sensory impairment have access to the curriculum	Contact Sensory Inclusion team for support and training for ECT and Nursery staff	SENDCO Sensory Inclusion Team	Hearing Impaired children make good progress
	To finely review assessment systems to ensure attainment and progress of SEND children is accurate	ECT training Scrutiny of assessment system Regular liaison with parents	SENDCO	Assessment systems are appropriate for SEND children

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	Psychology team, Speech & Language team, Occupational therapy.				
Improve and maintain access to the physical environment <i>(Reasonable adjustments to include the inside and outside environment)</i>	<p>The environment is adapted to the needs of pupils, staff and visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays for staff and visitors • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>To ensure the medical needs of all children are met fully within the capability of the school, liaising closely with parents</p>	<p>To ensure the building is accessible for parents and children.</p>	<p>The school will take account the needs of 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.</p>	<p>Governing Board Headteacher SENDCO</p>	<p>The school building is accessible and meets the needs of children, staff and parents</p>
		<p>Ensure environment is appropriately calming and conducive to engagement and focus for all children</p>	<p>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</p>	<p>Governing Board Headteacher SENDCO SLT Class Teachers and support staff</p>	<p>Children are engaged in learning and making good progress</p>



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<p>as part of our induction process and consulting healthcare professionals for advice if required.</p> <p>Ensure that all children can be safely evacuated.</p> <p>Put in place Personal Emergency Evacuation Plans (PEEP's) for identified children as necessary.</p>		own levels according to their special needs and/or disabilities.		
	<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 Health Visitor Occupational Therapist Occupational Health</p>	<p>Children with medical needs have the necessary equipment and support so they can access their learning.</p>
	<p>Ensuring Parents with disabilities have every opportunity to be involved in the life of the school</p>	<p>Utilise disabled parking spaces for parents with disabilities to drop off & collect children Arrange interpreters from the RNID to communicate with hearing impaired parents</p> <p>Offer a telephone call to explain letters home if required</p>	<p>School Business Manager (SBM) and Admin Team Headteacher (HT) Governing Board (GB) School Leadership Team (SLT) Class Teachers and Support Staff</p>	<p>Parents with disabilities are not discriminated against and take interest and are involved in their child's education</p>

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<p>Improve the delivery of information to pupils and parents 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"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>We ensure all information is easily accessible on the school website for parents.</p> <p>The school signposts parents to SENDIASS which is an Information Advice and Support Service to ensure parents are supported to access information related to their child's needs.</p> <p>https://www.telfordsendias.org.uk/</p> <p>To ensure parents can access our SEND offer and</p>	<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>	<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>
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	<p>information through the school website.</p> <p>SEND newsletters provided by the Local Authority are included on our school website and parents are signposted through the weekly school newsletter.</p> <p>To ensure all parents have access to a form of communication which they can use.</p> <p>(e.g. translate letters, telephone call to parents, large print, symbol system, audio format)</p>		<p>Wrockwardine Wood Infant School and Oakengates Nursery Federation</p>		
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