

Woodford Green Primary School



Accessibility Plan

2017-2020

Improving the Curriculum Access at Woodford Green Primary School			
Target	Strategies	Person responsible	Success criteria
Taught curriculum takes account of differing needs and learning styles of children.	<ul style="list-style-type: none"> • Audit of CPD needed • Subject leader release time • Teaching and learning monitoring cycle • Phase leaders and subject leaders to monitor planning, lessons and work • Focussed programme of training for teachers which addresses needs of all learners and supports differentiation for all. 	SLT and Middle leaders	<p>Appropriate differentiation for all children</p> <p>All children making appropriate progress</p>
Develop system of interventions	<ul style="list-style-type: none"> • Implementation of Catch Up Interventions for mathematics for pupils in KS1 and KS2 • Reading interventions for pupils in KS1 and KS2 • Training for support staff delivering interventions • Targeted speech and language interventions • Monitoring of interventions to ensure quality of provision 	SLT and SENDCo	<p>Accelerated progress for children identified with gaps in learning</p> <p>Children with identified needs receive appropriate support</p>
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	<ul style="list-style-type: none"> • See Educational Visits policy – consultations with parents as appropriate. • ALL risk assessments include info re. Disabled/SEN pupils. H&S policy 	Educational Visits Coordinator SENDCo	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements

			Increase in access to all school activities for all disabled pupils
Children with ongoing, complex medical needs are able to attend school regularly.	<ul style="list-style-type: none"> • Development of comprehensive administration of medicines policy is with associated management procedures. • Identified staff have specific training • Individual Healthcare Plans created in consultation with parents and medical professionals to enable children with medical conditions to access all school curriculum. • Medical procedures for all school trips and residential to ensure correct handling and administration of medicines. • Medical section updated in Staff handbook to ensure all staff are aware of procedure. • Training provided to all staff in regards to new legislation for the administration of medicine in school. 	SENCO SLT	Relevant staff understand the range of possible medical needs, and the procedures to follow.
To meets the needs of pupils across all school years who have speech & language delay	<ul style="list-style-type: none"> • Referrals made from Year 1 to Year 6 for S&L delays. 	SENDCo	Speech and Language needs are met with appropriate support
ICT equipment is provided for and has been fitted with additional software/hardware to allow access for disabled pupils.	<ul style="list-style-type: none"> • All classrooms to be fitted with new interactive whiteboards (Summer 2017) 	SLT	Pupils appropriately supported by ICT equipment and software
Pupils/Staff with SEMH difficulties are supported in school.	<ul style="list-style-type: none"> • Identified pupils receive SEMH support through Place2Be support programme • Pupils attending SEMH intervention are monitored termly • External professionals provide advice to staff on request. 	SLT	All SEMH difficulties are supported. Pupil SEMH progress is monitored termly

Improving the Physical Access at Woodford Green Primary School			
Target	Strategies	Responsibility/Time Frame	Success Criteria
Pupils/visitors safety is improved.	<ul style="list-style-type: none"> • Pathways around school are safe and well signed. • Evacuation procedures displayed clearly in each class and communicated to children regularly • Personal Emergency Evaluation Plans (PEEPS) in place for children with complex needs 	SLT	Fire practices meet timed requirements for all pupils exiting the building. Visitors are able to leave the building quickly and safely.
To review door entrances throughout school with view to provide level access.			
Develop the outside space in the EYFS	<ul style="list-style-type: none"> • Refurbishment of Nursery playground (Summer 2017) 		
To review use of playground resources and organisation.	<ul style="list-style-type: none"> • Peaceful Playtimes” Training with Jenny Moseley and drive improvements to the environment. • Introduction of Play leaders 		Children give positive responses to lunchtime survey and engaged in activities
The designated disabled toilet on the ground floor to be fully accessible.			

Improving the Access to Information at Woodford Green Primary School			
Target	Strategies	Responsibility/Time Frame	Success Criteria
In lessons and parents meetings information is presented in a user-friendly way, e.g, by reading aloud, using visualisers, PowerPoint presentations etc	<ul style="list-style-type: none"> • IWB used in every class • PowerPoint Presentations used at workshops and parents’ meetings. • Website updated regularly & weekly news letter sent to all parents. 	All staff	All information in accessible by all pupils and all stakeholders
To make school information and information regarding school provision easily available	<ul style="list-style-type: none"> • SEN Information Report on school website • Provision map on website • Club list on website • Curriculum map on website • Access to all relevant policies on website 	SLT	All stakeholders have access to wide range of information about the school

	<ul style="list-style-type: none"> • Hard copies also available to parents • Translated or modified print versions of all written school communication available on request • Learning passports • A range of teacher- led information and parent support meetings throughout the academic year. • Newsletters sent to all parents and on school website 		
To improve delivery of written information to parents of children receiving additional support	<ul style="list-style-type: none"> • Letters home to inform the parents/carers that their child is receiving extra support. • Initial letter to include details of intervention including frequency and duration of the programme. • Follow up letter sent to provide summary of progress made during intervention. 	SLT and Middle Leaders	Parents/Carers aware of additional support being provided for their child and the progress their child is making