Wantage CE Primary School Accessibility Plan 2018-2019

Section One: Physical Access

Target:To aim to have all areas of the academy physically accessible to staff and students including any wheelchair users

- To review annually as part of the Academy Development Plan, all areas of the academy to ensure that there are no physical barriers to learning
- to students with a range of disabilities
- To raise staff awareness the impact of the physical environment on students with disabilities (sensory impairment, autism, epilepsy, etc) in terms
- of classroom layout, décor, lighting.

Strategy	Outcome	Examples of Actions
Review academy plans for improving accessibility, initiate and complete actions and evaluate for impact	Improved access to areas of school identified by those with disabilities (identified in consultation with disabled pupils and carers with disabilities)	1. Phased programme of improvements to car park to improve disabled access by reducing congestion • Issue permits for disabled pupils and adults • Create more spaces • Mark more parking bays • Improve direction (flow) of traffic 2.Increase visibility of potential hazards around the site • Repaint edges to steps outside school (bright yellow is preferred colour) • Re-mark parking bays (white for ordinary bays and bright yellow for disabled parking) • Put hazard tape (yellow and black) on steps leading to first floor • Head, SENCo and VAT premesis team to consult with outside agencies and take advice on best provision for disabilities and inclusive practice
To advise staff about adaptation work	Staff understand what work is being undertaken and why. Staff are consulted about planned work so that those with expertise can advise on creating an inclusive learning environment.	

Section Two: Teaching and Learning

Target: To make staff aware of the National Curriculum Inclusions Statements and to use these to inform differentiated planning. For example:-

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

Strategy	Outcome	Examples of Actions
Use staff meeting time to brief staff on best practice for common challenges children face, eg, dyslexia, dyspraxia Use INSET and conference for TAs to provide more specialised training for higher level needs, eg, autism or attachment disorder	All staff understand the barriers to learning for many children and adapt planning and tasks to make learning as inclusive as possible Some staff have specialist expertise and can advise colleagues	1. Provide simple (and where possible, visual) sequences of instructions 2. Provide a visual daily timetable in each class Label storage spaces clearly (consider using pictures as well as text) 3. Provide date/title/learning objective on stickers to avoid time slippage where writing is difficult and does not reflect learning 4. Staff with Autism awareness (or other) specialism to write IEPs with teachers, advising (in conjunction with the pupil and their family) on best practice

Section Three: Access to Information

Target: To identify any materials and events where access to information may need to be altered in order to ensure that disabled students and/or parents have full access to information

Strategy	Outcome	Examples of Actions
To create alternative means of communicating as needs are identified	Information available to parents and pupils in a variety of formats as appropriate	1. SEND team to braille for those with significant visual impairment 2. Electronic documents to be made available in larger font as needed 3. Make all newsletters and letters to parents available on the school website for ease of reference 4. Ensure that communication is simple and is made available to parents through regular and established channels, eg, letrers and e-mail (nonurgent), text (urgent) central and class newsletters 5. Ensure that minutes of all public meetings and all letters home are available to parents in electronic and paper form