

Whitecote Primary School



Whitecote Primary School Access Plan: 2023-2026



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Aim	Current Good Practice	Objectives	Actions	Person/s responsible	Date to be completed	Success criteria
<p>Ensure all pupils have access to the curriculum, expanding the curriculum as necessary to ensure pupils with a disability are as, equally prepared.</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>Teachers have been given information on how to adapt learning in their curriculum subject. Key ideas and strategies have been added to the subject schemes of work by subject leaders.</p>			<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Learning walks and book looks are evidence that all children are accessing a broad and balanced curriculum</p> <p>Resources are adapted for any child to ensure full accessibility to a learning experience</p>

	<p>Curriculum resources include examples of people with disabilities, eg books, toys, PSHE</p> <p>Ensure all pupils develop an awareness of disability and disabled pupils in school.</p> <p>Curriculum progress is tracked for all pupils using PixL and B Squared is used for children who have a special educational need. The Autism Progression Framework is used to track the progress for children with ASD.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs, using Individual</p>			<p>Subject leaders Class teachers SENDCO/Assistant SENDCo</p> <p>Class teachers supported by the SENDCo and Assistant SENDCo</p> <p>Headteacher, SLT and class teachers</p> <p>All staff</p> <p>All staff</p>	<p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Whole school assemblies and the PSHE curriculum offer opportunities for extended learning around disability</p> <p>Data for Pixl and B Squared are assessed termly</p> <p>Individual Provision Maps (IPMs) and the outcomes within them are reviewed termly to ensure progress and access Children with EHCPs have individual EHCP</p>
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	<p>Provision Maps and EHCPs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Training/dissemination of information to staff as appropriate.</p> <p>School supports and actively encourages all pupils in partnership with parents to take part in schools and residential visits and other school experiences. Children with a disability have a Risk Assessment and a PEEP for residential and school visits.</p>					<p>trackers that are reviewed termly.</p> <p>School staff regularly review the curriculum offer</p> <p>Class teachers have a thorough knowledge of their children's needs</p> <p>All staff positively encourage participation in class and school activities with reasonable adjustments where required.</p>
<p>Provide suitable access to the physical environment of the school</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p>	<p><u>Objective:</u></p>	<p><u>Action:</u></p>	<p>Superintendent</p>	<p>Ongoing</p>	

	<p>Ramp access around the entire school site</p> <p>External LED lighting and under lighting around the school site</p> <p>Matt external school signage External site signage is clearly visible around the outside of the building and at all entrances and exits</p> <p>Ground floor level access to the school site</p> <p>Wide internal corridors Disabled parking bays on the school site</p> <p>Disabled toilets with changing facilities and separate Care Suite on the ground floor</p>	<p>Provide signage for visitors to signify where the school office is located</p>	<p>To display external signage on the wall where the footpath leads from the bottom gate to alert visitors to the School Office and Acorns class.</p> <p>Display similar signage at the main school gate to alert visitors to the school office and Acorns class.</p> <p>External noticeboards around the school grounds are updated and refreshed with communications</p>	<p>Superintendent</p> <p>Superintendent</p> <p>Superintendent</p> <p>Superintendent</p> <p>SLT</p> <p>Superintendent</p>	<p>End of the Autumn term 2023</p> <p>Ongoing</p> <p>Ongoing</p>	<p>The external and internal school site will be fully accessible to all stakeholders</p> <p>February 2024</p>
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	<p>Library/book shelves at wheelchair-accessible height</p> <p>Flat path access to the school environment</p> <p>Edges of external steps into classrooms are painted yellow to be highly visible</p> <p>Classroom doors are wider for accessibility</p> <p>Carpets have been fitted to replace shiny surfaces to improve the environment for the visually impaired.</p> <p>External shelters from the elements are fully accessible</p>	<p><u>Objective:</u> To ensure all steps, ramps and low walls are highly visible for visually impaired.</p>	<p>and letters from school</p> <p><u>Action:</u> To refresh all yellow paint around the school grounds to ensure they are highly visible</p>	<p>Superintendent</p> <p>Superintendent</p> <p>Superintendent</p> <p>Superintendent</p>	<p>Ongoing</p> <p>End of the Autumn term 2023</p> <p>Ongoing</p>	<p>Yellow stripe will alert pedestrians to the uneven surface</p> <p>Edges of classroom steps will be bright yellow and highly visible</p> <p>The external site and the office reception will be</p>
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	<p>Internal doors around school have exit buttons at an accessible height</p> <p>School office hatch at accessible height with information signage at lower levels</p> <p>Fire alarm – there are links to the Fire Risk assessment This is tested weekly The fire alarm flashes to alert those who are hard of hearing</p> <p>All fire doors automatically open in the event of a fire</p>	<p><u>Objective:</u> Provide a hearing loop for hearing impaired children, staff and visitors</p>	<p><u>Action:</u> A new one-to-one system will be purchased</p> <p>Test for functionality</p>	<p>Superintendent Headteacher</p> <p>Business Manager</p> <p>Superintendent</p>	<p>Ongoing</p> <p>End of Autumn term 2023</p>	<p>fully accessible to visitors to the school</p> <p>School will be fully accessible to hearing impaired visitors and staff</p>
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<p>Ensure suitable delivery of information to pupils with a disability and their families</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Braille</p> <p>Induction loops</p> <p>Pictorial or symbolic representations</p> <p>Radio Aids</p> <p>Makaton and PECS</p>	<p><u>Objective:</u> Enhance the accessibility for visually children, families and visitors</p> <p><u>Objective:</u> To provide all children with a disability adapted</p>	<p><u>Actions:</u> Provide letters in large font and establish the Braille offer of communication appropriate to a mainstream school</p> <p><u>Action:</u> Provide pictorial Fire Evacuation plans for each classroom and</p>	<p>Office staff</p> <p>SENCo supported by CYC Specialist agencies</p> <p>Katie Buller</p>	<p>Ongoing</p> <p>February 2024</p> <p>End of Autumn Term 2023</p>	<p>Children with a disability will receive the same information as their peers but with adjustments in place and modified to meet their individual access needs</p> <p>Additional support staff will be in place where appropriate to</p>
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	<p>Individual PEEPs and Individual Risk Assessments</p> <p>All teachers complete PEEPs and IPRA's for individuals who require them – documents updated and talked through with the children. Teachers upload these to CPOMS.</p>	<p>information on how to evacuate the school in the event of a fire</p> <p><u>Objective:</u> Ensure the school communications and accessibility to school information for families with English as an additional language or additional individual needs are in place</p>	<p>display them at an accessible height</p> <p><u>Action:</u> Provide text to speak function on individual devices for parents/carers to have texts read to them</p> <p>Enhance the school website to have an accessible translation functionality</p>	<p>Class teachers supported by the Pupil Well-being Manager, SENDCo or Assistant SENDCo</p> <p>Office staff Josh Saville-Gill</p>	<p>February 2024</p>	<p>support children's accessibility needs</p>
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			Provide letters for parents in English and in their home language			
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