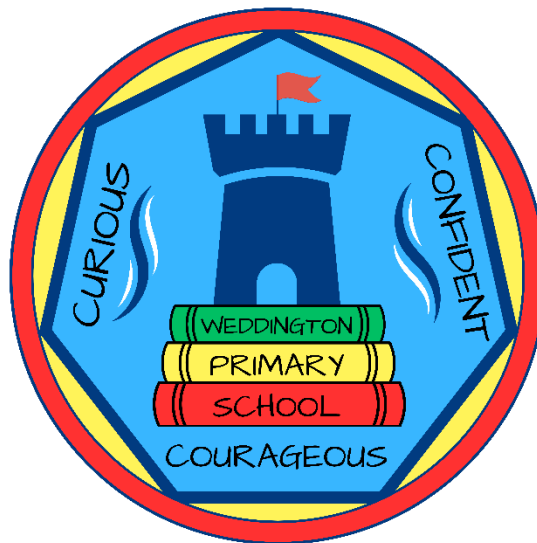


WEDDINGTON PRIMARY SCHOOL

ACCESSIBILITY PLAN



Introduction

This Accessibility Plan has been drawn up in accordance with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. It outlines the school's commitment to:

- Increasing access to the curriculum for pupils with disabilities.
- Improving the physical environment of the school to enable better access.
- Making written information more accessible to pupils, parents, and staff with disabilities.

The plan will be reviewed annually by the Senior Leadership Team (SLT) and SENDCo, with progress reported to governors.

1. Improving Participation in the Curriculum

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT	Termly meetings with parents/carers – consultations and IEP meetings with SENDCo. Stay and Learn sessions.	Time allocated	In place and ongoing	Parents/carers fully informed and engaged with their child's learning.
Training for staff on increasing access to the curriculum for all pupils	SLT / SENDCo	Access to CPD, outreach support from local special schools, online resources and guidance from specialists (STS / EP).	Training time, TA allocation	In place and ongoing	Increased access to the curriculum. Needs of all learners met. Maintain records of trained staff.
Effective use of resources to increase access to the curriculum	SENDCo / SLT	Strategic deployment of support staff. Use of ICT and apps to support learning (Clicker, Nessy).	Specific apps and ICT resources	In place and ongoing	Positive impact on pupil progress. Barriers to learning removed.

Create effective learning environments for all pupils	SLT	Reinforce teacher responsibilities under Inclusion Statement and Teachers' Standards. Staff training in disability awareness.	Staff meetings	Ongoing	Increased access to the curriculum. Needs of all learners met.
Adaptations to the curriculum to meet individual needs	SENDCo	Timetable adaptations. Individual OT/Physio/SALT programmes. Training in touch typing (Dance Mat).	Therapists as required	In place and ongoing	Needs of all learners met enabling positive outcomes.
Appropriate use of specialised equipment	SENDCo	Tablets, sloping boards, coloured overlays, shaped pencils/pens, wedge/wobble cushions, weighted blankets, sensory toys.	Specialist equipment	In place / as required	Increased curriculum access. Needs of all learners met.
All out of school activities and clubs planned for inclusion	SLT / SENDCo / Staff	Risk assessments; reasonable adjustments made; providers comply with legal requirements.	Specialist equipment as required	Ongoing	Increased participation in extracurricular activities for all pupils with SEND.
Ensure all children feel included at playtimes	Headteacher / PE Coordinator	Playground leaders and peer mentors; access to quieter quad areas; indoor friendship and games clubs.	Time for meetings with staff and professionals	Ongoing	Positive playtimes for all pupils with SEND.

2. Improving the Physical Environment

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilets	Headteacher	Maintain disabled toilets with clinical waste bins.	Maintenance costs	In place and ongoing	Physical accessibility of school maintained.
Access into school and reception to be fully compliant	Headteacher	Designated disabled parking bays clearly marked and signposted. Wide doors and corridors.	Materials and labour	Ongoing maintenance	Physical accessibility increased.
Improvements to help the visually impaired	Headteacher	Highlight steps and ramps in yellow non-slip paint.	Materials and labour	Ongoing maintenance	Hazards clearly visible; improved safety.
Improvements to help the hearing impaired	Headteacher	Install hearing loops / soundfield when necessary. Link alarms to fire systems.	Equipment and installation	Future plan	Enhanced learning for pupils with hearing needs.
Improve signage for access routes	Headteacher	Install signs for disabled parking and wheelchair access routes.	Cost of signs	Future plan	Improved awareness of accessible routes.
Maintain safe access around school	Headteacher / Teachers	Monitor flooring, furniture layout and remove hazards for wheelchair users and visually impaired pupils.	Adjustment costs	Ongoing	Safe, accessible movement around the school.

3. Access to Information in Alternative Formats

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Availability of written material in alternative formats	Office / SLT / SENDCo	Provide translated documents as appropriate. Display and share key leaflets and downloads.	Translation/adaptation costs	In place and ongoing	Information accessible to all parents and pupils.
Ensure documents are accessible for pupils with visual impairment	Teachers / SENDCo	Seek and act on advice from sensory support services. Use magnifiers and large fonts where required.	Specialist equipment	In place and ongoing	Pupils able to access all written materials.
Ensure signage is suitable for non-readers	SENDCo / Headteacher	Use Widgit symbols and clear visuals for key signage. Update as needs arise.	Symbol signage	As required	Pupils can navigate independently around school.

Monitoring and Review

This plan will be reviewed annually by the SENDCo and Senior Leadership Team. Progress will be reported to governors as part of the school's SEND and Inclusion report. Feedback from pupils, parents and staff will inform ongoing improvements.