



Wath Central Primary School

Accessibility Plan 2023-2024



We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plans, over time, look to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

It will look to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

It will look to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include letters and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. Where an interpreter is required we will contact relevant agencies to support us with this.

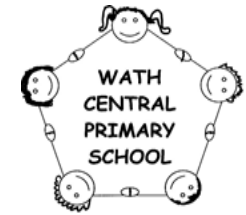
Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. We acknowledge that there is a need to continually raise staff awareness and offer training for staff and governors in the matter of disability discrimination.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities
- Staff Development
- Health & Safety
- Inclusion
- Behaviour Management
- School Improvement Plan
- School Prospectus and Mission Statement



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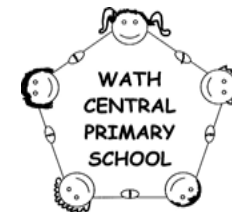
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IMPROVING THE CURRICULUM ACCESS			
INTENT	IMPLEMENTATION	TIMEFRAME	IMPACT
<p>Ensure appropriate training for staff who teach children with a hearing or visual impairment.</p> <p>Ensure ongoing audit of provision (relating to HI and VI) is carried out, if appropriate, to ensure school remains current and up to date.</p>	<p>Liaise with Hearing and Visual Impaired Services to support planning and adaptations within class.</p> <p>If necessary, work in partnership to plan a bespoke curriculum and ensure effective transition.</p>	<p>Ongoing.</p> <p>Regular reviews of provision (relating to HI and VI) take place, if appropriate, to ensure school provision remains current and up to date with children's specific needs</p>	<p>All staff have a clear understanding of the needs of hearing and visual impaired children and how to ensure the curriculum is fully accessible to them.</p> <p>Children with hearing or visual impairments are successfully included in all aspects of school life.</p>
<p>Ensure appropriate and high quality training is available for staff in the identification of and teaching children with ASC (including PDA), ADHD, Attachment Disorder and other SEMH</p> <p>Ensure that training is appropriate, timely and high quality in raising awareness of difference and equality issues.</p>	<p>Relevant staff attends appropriate training. Create a body of school-based experts. All teaching staff have received recent training on identifying and supporting ADHD.</p> <p>Outreach provision from external agencies (Fusion Learning Support Service, Focus Psychology and Aspire SEMH Outreach).</p> <p>Network regularly with experts in the field across the locality and through liaison with Fusion Sheffield.</p> <p>Further development of the nurture ethos and culture through school and specific nurture provision in line with the School Improvement Plan.</p> <p>Regular staff training to further improve early identification and pathways for support via graduated response, Pivats and Boxall.</p>	<p>Ongoing</p> <p>Regular reviews of provision (ASC, ADHD, Attachment Disorder and other specific SEMH needs) take place, if appropriate, to ensure school provision remains current and up to date with children's specific needs.</p> <p>Two members of staff were trained as AET (Autism Education Training) Trainers in 2022/23..</p>	<p>All staff are confident familiar with the criteria for identifying specific needs and have opportunities to high quality training and in house coaching in strategies to best support these children in school.</p> <p>Children with Attachment, ASC, ADHD and other SEMH needs are successfully included in all aspects of school life..</p>



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<p>Ensure appropriate training for staff who teach children with a speech and language difficulties.</p> <p>Ensure appropriate training is available for staff in the identification of SALT needs (including speech, language, communication and eating, drinking or swallowing.)</p>	<p>Liaise with SALT therapist (Rachael Smith) on a fortnightly basis.</p> <p>Liaise with Occupational Therapists as and when required.</p> <p>Relevant staff attends appropriate training. Create a body of school-based experts.</p> <p>Trained TAs to deliver appropriate SALT interventions.</p> <p>Network regularly with experts in the field across the locality and through liaison with Fusion Sheffield.</p>	<p>Ongoing.</p> <p>Dedicated member of the SEND team oversees SALT within school.</p> <p>Regular reviews take place to ensure that children are making good progress.</p> <p>Regular reviews of provision (relating to SALT) take place, if appropriate, to ensure school provision remains current and up to date with children's specific needs.</p>	<p>All staff have a clear understanding of the needs of children with SALT difficulties and how to ensure the curriculum is fully accessible to them.</p> <p>SALT children successfully included in all aspects of school life.</p> <p>Early identification of need with tailored packaged to support to accelerate progress.</p>
<p>Ensure appropriate training for staff who teach children who have any other type of disability or difficulty (including physical disabilities, intimate care needs)</p> <p>Ensure ongoing audit of provision is carried out if appropriate to ensure school remains current and up to date.</p>	<p>Liaise with Specialist Learning Support Services and/or NHS Services (such as Occupational Health, Physiotherapists, School Nurses).</p> <p>If necessary, work in partnership to plan a bespoke curriculum and ensure effective transition.</p> <p>To assess and ensure the budget for specialist equipment is sufficient to enable individual students to access the full curriculum.</p>	<p>Ongoing</p> <p>Regular reviews of provision (relating to other SEND needs) take place, if appropriate, to ensure school provision remains current and up to date with children's specific needs.</p>	<p>All staff have a clear understanding of the needs of the child and how to ensure the curriculum is fully accessible to them.</p> <p>Children with disabilities are included in all aspects of school life.</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<p>Regular review of classroom layout to support the learning process.</p> <p>Classrooms designed to be calm, neutral spaces to avoid sensory overload.</p> <p>Use of visual timetables across the school.</p>	<p>Ongoing</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have easy access to a range of resources to support their learning.</p> <p>All pupils have access to the</p>



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	Sensory Needs Assessments completed where children show signs of sensory needs. Further advice sought from the Local Authority (Sadie at Virtual Schools) if required.		National Curriculum.
Ensure all children on SEN register have SMART targets in place and appropriate opportunity to work towards these.	<p>Targets reviewed termly with staff and parents and partnership working.</p> <p>Up to date provision maps for all children reviewed termly.</p> <p>Regular Pupil Progress Meetings take place for all children on SEND targets with a member of the SEND Team.</p>	Ongoing	<p>Provision map, SEND support plans and IEPs are up to date and form a key part of the planning process for all pupils.</p> <p>Provision map, SEND support plans and IEPs are in place to support the needs of individual children.</p>

IMPROVING THE DELIVERY OF WRITTEN AND/OR VERBAL INFORMATION			
INTENT	IMPLEMENTATION	TIMEFRAME	IMPACT
Make available school prospectus, school newsletters and other information for parents in alternative formats.	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>Offer in place to support families with access to complex documents, external referral forms etc.</p> <p>Wording of publications, specifically for parents appropriate for demographic of parent.</p>	Ongoing	<p>All school information available for all.</p> <p>School information published on school website and updated regularly.</p> <p>Delivery of school information to parents and the local community improved.</p>
Discuss the quality of communication with parents using various forms of parent voice e.g. Google forms, annual parent questionnaire, consultation etc	Parent Voice included in school communication in SIP and SLT discussions.	<p>Ongoing.</p> <p>Parent Voice takes place termly in some form</p>	School is more aware of the opinions of parents and acts on this.



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Electronic methods of reporting to parents are reviewed at least annually			Parental opinion is gathered and action taken appropriately.
Parents who speak English as a second language will be offered access to an interpreter or translation.	School to ensure the opportunity of a translation or interpreter is given for key documents or at key meetings.	Ongoing.	Improved communication between school and parents who speak another language.

PHYSICAL ACCESS			
INTENT	IMPLEMENTATION	TIMEFRAME	IMPACT
To ensure steps in school are accessible for all	<p>To ensure there is a regular programme for specific maintenance checks of stair lists.</p> <p>Ensure hand rails are full length and safe.</p> <p>To ensure all steps interior and exterior are white lined where needed to help in identification for visually impaired children.</p>	Ongoing	<p>All equipment maintained and in good working order.</p> <p>Steps well-marked and easily accessible.</p>
<p>To ensure that all entrances and exits are cleared for access for visually impaired children.</p> <p>To ensure that key walkways have 1.2m width to allow for free flow of traffic and manoeuvrability of cane for visually impaired.</p>	Regular checks by HT, class teacher and visually impaired team (where required) to ensure accessibility.	Ongoing	Areas cleared and accessible at all times
Ensure changing facilities are available for young children in EYFS and for older children/ adults with disabilities to maintain dignity, privacy and a high level of independence.	Risk assessment children and adults appropriately and ensure provision is in place – consult with H and S team at JMAT and Engie if and when necessary.		People's needs are met and dignity, privacy maintained.