



Willand School Accessibility Plan

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Quality first teaching includes a differentiated curriculum and specific resources for all children to enable them to access the curriculum fully.</p> <p>SEND Provision Maps for each class which are updated termly.</p> <p>My Plans, TAFs or bespoke plans for individual pupils.</p>	<p>Short Term</p> <ul style="list-style-type: none"> •Purchase and update resources e.g. Pencil grips, writing slopes, wobble cushions, visual stress rulers, chew buddies, •Provide recommended ICT equipment and software to enable access to the curriculum • Consider access to extra-curricular clubs and music tuition. <p>Medium Term</p> <ul style="list-style-type: none"> •Continued Staff training for Teachers ,Teaching Assistants and Mealtime Assistants to support children 	<p>SENDCo to review provision and order resources.</p> <p>SENCO holds regular meetings with Teachers and Teaching Assistants (TAs).</p> <p>Performance Management and staff consultation process for Teachers and TAs identifies CPD needs.</p> <p>SENCO identifies whole school and</p>	<p>SENCO</p> <p>SENCO</p> <p>PM Leaders and Headteacher</p>	<p>Beginning of each term</p> <p>Ongoing</p> <p>End of July 21</p>	<p>Children are able to successfully access the curriculum.</p> <p>Staff are appropriately trained as quickly as possible to meet the needs of children.</p> <p>CPD needs are identified for the new academic year and INSET program</p>



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	SENCO and Foundation Stage Co-ordinator to liaise and visit feeder pre-school settings and other schools.	<ul style="list-style-type: none"> • Information received from Willand Pre-school, other settings or schools for smooth transition for children. • Support from outside agencies such as Educational Psychologist, Occupational Therapist, Speech & Language. Specialist Teachers & Advisors etc. <p>Long Term</p> <ul style="list-style-type: none"> • Regular review and update the schools policies in relation to current needs of children. 	<p>individual staff training needs to be fed into the CPD program.</p> <p>Any relevant training to be organised to meet the needs of any new pupils arriving.</p> <p>SENCO to refer and liaise with appropriate agencies as needed.</p> <p>SENDCo and Headteacher to determine which professional support to be purchased for the financial year and make recommendations to Governing Body.</p> <p>Relevant leaders review and update policies according to the policy cycle.</p>	<p>SENCo and SMT</p> <p>SENCO and Foundation Stage Lead</p> <p>SENCO, Headteacher and School Business Manager.</p> <p>School Business Manager, SMT and subject leaders.</p>	<p>May each year</p> <p>March each year.</p> <p>According to the cycle</p>	<p>created.</p> <p>Staff informed and prepared for the new intake each year.</p> <p>Traded services have been purchased for the financial year to support pupils and staff.</p> <p>Policies are relevant and up to date.</p>
Improve and maintain access to the physical environment	Teachers have a class handover meeting to ensure that the new teacher is aware of the specific physical needs of individual children, environment	<p>Short Term</p> <p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/</p>	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	<p>Class teacher</p> <p>SENCO</p>	Beginning of each academic year	A smooth transition is ensured for children as they move classes each September.



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	<p>adaptations or specific equipment they require.</p> <p>SENCO informs teachers of requirements for any new children.</p> <p>The site has already had a ROVIC audit and adjustments made.</p>	<p>behavioral/physical needs.</p> <p>The physical needs of new pupils with SEND needs are met.</p> <p>To improve the visibility for partially sighted pupils</p> <p>Medium Term</p> <p>Relocate the pond to enable better access for children, particularly in a wheel chair.</p> <p>Long term</p> <p>Improve sound in the hall.</p>	<p>SENCO meets with new parents of children of in year admission with known physical difficulties.</p> <p>ROVIC assessment of the school. To ensure high visibility of any hazards.</p> <p>Pond area to be designed and built with due regard to health and safety and to ensure access for all pupils.</p> <p>Investigate alternatives to loop system to improve sound quality in the hall for hearing impaired children and adults.</p> <p>Review annually if needed.</p>	<p>SENCO and parents.</p> <p>SENCO And Health and safety Co-ordinator</p> <p>Headteacher, Science and Eco co-ordinators.</p> <p>Headteacher and School Business Manager (SBM).</p>	<p>As and when appropriate.</p> <p>Undertaken when needed for a pupil or adult.</p> <p>Academic year 2020-2021.</p> <p>Upon completion of Phase VI</p>	<p>A smooth induction for any new child starting with known additional needs.</p> <p>Partially sighted children and adults independent access to the school.</p> <p>All children to be able to access the school pond.</p> <p>Sound improved for all using the hall, especially those who are hearing impaired.</p>
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		<p>Automatic doors on the main entrance.</p> <p>Improve access to the hall for community.</p> <p>Develop the environmental area to provide forest school facilities for SEND pupils.</p>	<p>Include in designs for Phase VI</p> <p>Include in designs for Phase VI</p> <p>Consult with Uffculme Forest School (and or other) to develop space.</p> <p>Consult with Uffculme Forest School to consider training for existing staff and/or employ outside agency.</p>	<p>Headteacher, SENCO and School Business Manager.</p> <p>Headteacher, SENCO and SBM.</p>	<p>Upon completion of Phase 6</p> <p>July 2022</p>	<p>Easy access for those with physical difficulties.</p> <p>Forest school sessions are able to be offered at school for SEND pupils who need some alternative provision.</p>
<p>Improve the delivery of information to pupils, parents and carers.</p>	<p>Known families and children are given additional support via TAF meetings/My Plan meetings and Parent Consultations.</p>	<p>Short Term</p> <ul style="list-style-type: none"> •Provide different versions of written information e.g. large print, coloured paper, translation if requested. <p>Additional aural explanation for some pupils by teacher or TA.</p>	<p>SENCO to liaise with parents/carers and then alert staff about any additional requirements for children.</p>	<p>SENCO</p>	<p>Sept 2021</p>	<p>Children and parents/carers are well informed.</p>



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	<p>BSL interpreter or bi-lingual support utilised if needed.</p> <ul style="list-style-type: none"> • Information disseminated to parents a) through the Willand School website. b) through the Weekly Newsletter 'Willand Word'. c) via texts. d) through school Facebook page. <p>All children complete annual survey at the end of each academic year.</p> <p>School Council meetings feedback pupils opinions.</p>	<ul style="list-style-type: none"> • Ensure clear communication with children and parents at regular meetings. • Family Support Advisor disseminates information for parents of SEN children at Support Group also signposts to other support such as DIAS. <p>Further develop Google Classrooms as a platform for disseminating information.</p> <p>Medium Term</p> <p>Pupil voice and children included in TAFs and My Plans. Clear feedback given to children as part of the meeting.</p> <p>Long Term</p> <ul style="list-style-type: none"> • Research support available within 	<p>This is me document is completed at the end of each year for TAF and EHCP pupils.</p>	<p>FSA</p> <p>DIAS</p> <p>Headteacher and SENCO annually.</p>	<p>Parents of SEN children feel supported.</p> <p>Google classrooms is being used to disseminate information to parents.</p> <p>Pupil voice is heard and documented in This is Me yearly and pupil survey. Appropriate actions are then taken.</p>
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		in-county agencies for resources to support pupils and parents with disabilities (dependent on need).	Headteacher and SENCO will research based on current needs in the school.	Headteacher and SENCO annually.		Pupils and parents have access to appropriate resources.
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