

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 |
|---|---|---|--|--|--|---|
| <p>Increase access to the curriculum for pupils with a disability</p> | <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 individual staff training needs to be fed into the CPD program.</p> | <p>SENCO</p> <p>SENCO</p> <p>PM Leaders and Headteacher</p> <p>SENCo and SMT</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 created.</p> |

Willand School Accessibility Plan

| | | | | | | |
|--|--|---|---|--|--|--|
| | <p>SENCO and Foundation Stage Co-ordinator to liaise and visit feeder pre-school settings and other schools.</p> | <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>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 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>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> |
| <p>Improve and maintain access to the physical environment</p> | <p>Teachers have a class handover meeting to ensure that the new teacher is aware of the specific physical needs of individual children, environment adaptations or specific equipment they require.</p> | <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/ behavioral/physical needs.</p> <p>The physical needs of new pupils with SEND needs are met.</p> | <p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p> | <p>Class teacher</p> <p>SENCO</p> <p>SENCO and parents.</p> | <p>Beginning of each academic year</p> <p>As and when appropriate.</p> | <p>A smooth transition is ensured for children as they move classes each September.</p> <p>A smooth induction for any new child starting</p> |

Willand School Accessibility Plan

| | | | | | | |
|--|---|--|---|--|--|---|
| | <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>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>Automatic doors on the main entrance.</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 Health and safety Co-ordinator</p> <p>Headteacher, Science and Eco co-ordinators.</p> <p>Headteacher and School Business Manager (SBM).</p> <p>Headteacher, SENCO and</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>Upon completion of Phase 6</p> | <p>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> |
|--|---|--|---|--|--|---|

Willand School Accessibility Plan

| | | | | | | |
|---|--|--|--|--|------------------|--|
| | | <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>School Business Manager.</p> <p>Headteacher, SENCO and SBM.</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>BSL interpreter or bi-lingual support utilised if needed.</p> <p>•Information disseminated to parents</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> <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 | <p>SENCO to liaise with parents/carers and then alert staff about any additional requirements for children.</p> | <p>SENCO</p> <p>FSA</p> <p>DIAS</p> | <p>Sept 2021</p> | <p>Children and parents/carers are well informed.</p> <p>Parents of SEN children feel supported.</p> |

Willand School Accessibility Plan

| | | | | | | |
|--|--|--|---|---|--|---|
| | <p>a) through the Willand School website.</p> <p>b) through the Weekly Newsletter 'Willand Word'.</p> <p>c) via texts.</p> <p>d) through school Facebook page.</p> <p>All children complete annual survey at the end of each academic year.</p> <p>School Council meetings feedback pupils opinions.</p> | <p>also signposts to other support such as DIAS.</p> <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 in-county agencies for resources to support pupils and parents with disabilities (dependent on need). | <p>This is me document is completed at the end of each year for TAF and EHCP pupils.</p> <p>Headteacher and SENCO will research based on current needs in the school.</p> | <p>Headteacher and SENCO annually.</p> <p>Headteacher and SENCO annually.</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> <p>Pupils and parents have access to appropriate resources.</p> |
|--|--|--|---|---|--|---|