



# **Access and Accessibilty Plan**

## **Widewell Primary Academy**

**March 2024**

**(due for review March 2026)**

**Strand A: Increasing the extent to which disabled pupils can participate in the school curriculum at Widewell Primary Academy**

	<b>Targets</b>	<b>Strategies</b>	<b>Time frame</b>	<b>Goals Achieved</b>
<b>Short term</b>	To ensure that the access plan continues to be incorporated into, and continues as an active strand of the School Improvement Plan.	SEN Governor to monitor.  Review with staff.	Ongoing  Termly	
<b>Medium term</b>	To ensure all pupils can participate successfully in the wider school curriculum, e.g. after school clubs, visits etc.  To ensure all school policies demonstrate inclusion for all pupils.	All staff members are made aware of children's needs and appropriate provision is planned for and implemented.  All staff members to consider when reviewing policies.	Ongoing  Annually	Inclusion embedded in every classroom – Every Teacher is a Teacher of SEN.  Policies reviewed in line with new curriculum expectations.
<b>Long term</b>	To ensure all students are able to access the curriculum.  To provide opportunities for all children to learn about different difficulties children face to ensure they can support them within our school.	Appropriate differentiation and targeted intervention provided in response to needs. Advice sought from relevant agencies, specialist staff and training for school staff implemented.  Books available explaining the difficulties faced by some children within our school.	When needed  When needed	Several agencies referred to, particularly S&L and CIT. Advice implemented in class.  KS2 class read a book (Autumn 2020) as part of their guided reading sessions about a child with Autism.

**Strand B: Increasing Accessibility: Improving the Physical Environment of Widewell Primary Academy**

	Targets	Strategies	Time frame	Goals Achieved
<b>Short term</b>	Review signage provision, e.g. coloured tape on door edges, around light switches, on stair edges, etc. for all pupils	Visual impairment Advisory Teacher to assist when necessary SEN Governor to liaise with Premises Manager	When needed	Areas used by VI child have been identified and appropriate markings have been installed.
<b>Medium term</b>	To audit and review specialist equipment for individual children, e.g. writing slope, specialist pens, scissors etc.	SENCO to complete audit of specialist resources and current needs.	Termly, following Pupil Progress Meetings	Specialist resources are made available, e.g. slope, pencil grip etc. Links with Special Schools also available when needed via outreach.
<b>Long term</b>	To continue to ensure increasing access to school site and classrooms.  To be aware of future pupils with disabilities and ensure specialist equipment is obtained.	SENCO Link Governor to review details  SENCO to attend any transition meetings regarding children new to our school.	Ongoing  Ongoing	

**Strand C: Increasing Accessibility: Improving the Delivery of Information to children with SEND at Widewell Primary Academy**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Goals Achieved</b>
<b>Short term</b>	<p>To ensure SENCO and key staff are aware of the need to identify and provide for pupils who need information provided in alternative formats.</p> <p>To provide appropriate/additional support/ resources to enable access to school information</p>	Identifying current pupils and their needs in order to set future targets.	Each school year	<p>On-going throughout the year and reviewed at Inclusion meetings.</p> <p>Children use enlarged print, coloured paper, voice recorded information, images etc.</p>
<b>Medium term</b>	To ensure that all members of the school community are aware of the need to identify and provide for pupils who need information provided in alternative formats.	Regular note included in newsletter to inform of different formats available. Refer to Sensory Support teams for advice on alternative formats.	Each school year	Some children identified as needing coloured worksheets and/or coloured overlays.
<b>Long term</b>	<p>To access support from relevant support agencies as need arises</p> <p>To ensure continual improvement in the delivery of information to disabled pupils.</p>	<p>Ongoing review of pupils with disability and how they have access to school information.</p> <p>Contact support agencies as necessary.</p>	<p>Ongoing</p> <p>When needed</p>	