

Accessibility Action Plan for Witnesham Primary School 2014-2017

Improving the Physical Access

Target	Strategy	Outcome	Timescale	Success Criteria
Improve access for the visually impaired	Ensure classrooms are light and whiteboards are in good working order - adjust background screen colour as appropriate. Ensure window blinds are functioning to allow children to see the whiteboards clearly.	Children with visual difficulties are able to see clearly in lessons and access learning.	Ongoing. Review equipment regularly.	Those with visual impairments are not disadvantaged.
Improve access for the hearing impaired	Install hearing support systems in identified areas of the school as appropriate.	Children with hearing difficulties have equal access to the curriculum.	Ongoing. Review equipment regularly. Assess needs regularly with the view to add to current system as appropriate.	Those with hearing impairments are not disadvantaged.
Improve access for the physically impaired.	Ensure access to the school site for all by regularly reviewing the width of gates and doorways. Ensure all classrooms are easily accessible for all. Consider removing/reducing height of doorsteps leading into hall.	Families and children with physical disabilities are able to access all areas of the building and school site.	Ongoing review of needs of current pupils and families.	Physically impaired families and children have equal access to the school site.
Improve access for the learning impaired.	Ensure SEND register is up to date and provision is in place for all children and their families to access the education system positively.	Families and children with learning difficulties are able to access the school and its staff when they need to. All children are secure within the	Ongoing. Senco to keep register updated.	Learning impaired families and children are able to access the school successfully.

	Ensure safety of SEND children by keeping school site secure during school hours. Ensure all gates to the field and playground are closed.	school site. Staff are available to explain processes where necessary.		
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Improving the Curriculum Access

Target	Strategy	Outcome	Timescale	Success Criteria
Remove barriers to learning and improve access to the curriculum.	Review the specific needs for pupils living with a disability, in terms of basic living skills, relationships and future aspirations. Use the SEND provision mapping where appropriate to provide for any alterations and special requirements.	Children with specific needs have their requirements met in the classroom.	Ongoing	High quality learning takes place for all.
Ensure activities are planned to enable the participation of the whole range of pupils.	Review provision of activities to ensure those who wish to take part are able to. This includes clubs and out of school visit. Where necessary increase staff to pupil ratio.	Children with specific needs are able to access activities.	Ongoing - with particular reference to trips out of school.	Those with a disability are able to access all activities in line with legislation.
Allow differentiation of the curriculum to ensure access for all	Teachers ensure all planning takes into account the needs of individual pupils so that adaptations can be made to ensure good quality learning.	Children with specific needs access learning positively and enjoy lessons. They can recount learning in a way that suits them in order for assessments to be made.	Ongoing	Lessons are adapted seamlessly to ensure all pupils engage successfully.
Allow differentiation of	Teachers refer to specific guidance when completing statutory	Children with specific needs are assessed accurately. Scribes and	Ongoing with particular	All children are assessed accurately. The assessment

the assessment process to ensure access for all.	assessments at Yr2 and Yr6 in order to provide altered tests for those who need them.	transcripts are used where appropriate.	reference to testing such as May in Yr6.	system allows children to show achievement.
Continue training for teachers and TA's on different aspects of SEND as necessary.	Regularly review the needs of children with specific issues and provide all relevant training.	All staff trained and confident with issues linked with accessibility and inclusion with regard to accessing the curriculum.	Ongoing - as needs and expertise will change with time.	Staff are confident to provide quality learning experiences for all pupils.

Improving the delivery of information.

Target	Strategy	Outcome	Timescale	Success Criteria
Availability of written material in alternative formats.	Review current school publications and promote the availability in different formats for those that need it. The school will explore services available through the LA for converting written information into alternative formats.	The school will be able to provide information in different formats when required for individual purposes.	Ongoing as required	Delivery of information to those with disabilities improved.
Raise the awareness of adults in the school community on the importance of good communications systems.	Discuss the needs of the school community in staff and Governor meetings.	The school will be able to provide information in different formats when required for individual purposes.	Ongoing as required	School is more effective in meeting the needs of pupils and those it serves.

