

Accessibility Plan

Wheelwright Lane Primary School

Date: 2016-2019

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of ICT (including notepads & whiteboards) using specialist expertise. ▪ Involve pupils in review of hard & software. ▪ Prioritise new software to purchase. ▪ Train TAs and admin staff on use of Communicate in Print. 	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>£500</p>	<p>Head Teacher and IT Leader</p>	<p>Governing Body</p>
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement ▪ Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. ▪ Liaise with SENCO to review and update resources for SEN ▪ Continuous review of provision in PE for individual needs of pupils 	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>£500</p> <p>£300 Transport</p> <p>£300 Resources</p>	<p>Head Teacher</p>	<p>Governing Body</p>

<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students. ▪ Liaise with Exhall Grange with usage of sensory rooms ▪ Investigate opportunities for specific SEN Sporting activities. NB Leisure Trust focused SEN sport 	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>£0</p>	<p>Head Teacher</p>	<p>Governing Body</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies 	<p>Termly review</p> <p>On-going</p> <p>On-going</p>	<p>£0</p>	<p>Head Teacher and Deputy Head Teacher</p>	<p>Governing Body</p>
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Audit check of signage of evacuation procedures, internet safety, fire drill etc ▪ Review fire drills with Exhall Grange pupils ▪ Access improvement to Main Office – ramp and handrail ▪ Check the fire alarm audibility levels in library and around the school ▪ Review accessibility of all rooms 	<p>Annual review and ad-hoc personal reviews</p> <p>2017</p> <p>2017</p> <p>On-going</p>	<p>£tba</p> <p>£tba</p>	<p>Head Teacher and Governors Resources</p>	<p>Governing Body</p>

<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and visits to school ▪ Regular items for newsletter highlighting achievements of pupils with disabilities ▪ Working with Exhall Grange staff to promote exclusive play 	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>£0</p>	<p>Head Teacher</p>	<p>Governing Body</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software. ▪ Information in entrance of main office for visitors who require emergency assistance in the event of an emergency evacuation 	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>£0</p>	<p>Head Teacher</p>	<p>Governing Body</p>