

WBGs Accessibility Plan 2018-2021

Priority area: <i>Increasing the extent to which disabled pupils can participate in the school curriculum</i>					
	Targets	Actions	Timescale	Responsibilities	Review
1.	Facilitate Quality First Teaching of SEND students	1) Use staff audit to identify whole school training needs and to inform professional development process 2) Set up INSET training for all staff on areas of SEND & disability equality. Explore in-house training, from external professionals and via Educare 3) Provide whole staff CPD as part of whole school INSET programme	Ongoing, annual plan	SENDCo/Cw	'Autism Awareness' training completed in 2018-19. 'Dyslexia Awareness' training planned for Spring 2019 'Speech and Language' training for 2020-21
2.	Ensure all staff are aware of and able to use SEND software and resources	1) Audit all SEND ICT, resources and make details available to all staff 2) Run individual training sessions if required on use of SEND software e.g. Edukey, ClaroRead, reading pen	Annual at start of year	SENDCo/IT/Outside Professional e.g. VI service, HI service	Edukey information provided at the start of year to all staff, training for NQTs in the autumn term, VI and HI training to respective teachers held in the autumn term of 2018 and 2019.
4.	Review all curriculum areas to include disability awareness	1) Include specific reference to disability equality in all curriculum reviews e.g. PM,	Identified curriculum areas	SENDCo/PSHE Co-ordinator/HODs	PSHE Curriculum in 2019-20

		lesson observations 2)Develop PSHE curriculum to include disability awareness	conducted by each academic year end		
Priority area: <i>Improving access to the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</i>					
	Target	Actions	Timescale	Responsibilities	Review
1.	All staff in School are aware of the access needs of SEND pupils.	1) Ensure all pupil profiles are ready/updated on Edukey for staff to access before the start of the academic year 2) Consultation with parents, teachers & primary school to complete the pupil profile 3) Teachers to ensure right steps are taken to support pupils with SEND. 4) Staff to be made aware of accessibility needs of some students by Learning Support	Ongoing	SENDCo and Learning Support Team Teachers	Updated information provided to all staff at the beginning of year. Teachers contacted individually to discuss needs of students Ongoing dialogue with teachers regarding needs Profiles updated regularly
2..	Improved accessibility for parents at parents evening and other meetings.	1)School to plan room layout at parents evenings taking into consideration the accessibility of some parents 2)To ensure these plans continue to be part of planning for parents evening	2019-20	SLT, HOYs	Ramp in place for main entrance 2018
3.	Improve access to designated areas	1)School plans to improve access to designated areas over	2019-21	SLT, Site team	

		successive years. The school decides which of its entrances and exits have priority and plans to fit ramps and handrails to all of these			
4.	Ensure all fire escape routes are suitable for all	1)Ensure fire evacuation procedures takes care of all pupils with SEND and physical disability	On going	SLT, Site team	

Priority area: Improving the delivery of written information to disabled pupils, parents and carers

	Target	Actions	Timescale	Responsibilities	Review
1.	Continue to ensure the availability of written material in alternative formats for parents/carers	1)School to provide written information to parents in alternative formats e.g. braille, enlarged fonts 2)Availability of different formats to be offered to parents in school correspondence.	2019-20	SLT	
2.	All staff to be aware of guidance on accessible formats for pupils including time scale needed for preparation	1)Teachers to be fully aware of guidance on accessible formats for VI students and provide resources to the VI team at least two weeks in advance in order to include preparation time 2)Learning Support to provide guidance to staff on dyslexia and accessible information e.g. suitable fonts, coloured background on power points and on white board	2019-20	SLT, SENDCo	

3.	To increase support for parents of SEND pupils	1)To re-establish and extend the ASD parents' support group to other parents'.	2020-21	SENDCo, Learning Support Team	
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This accessibility plan and the outcomes will be [evaluated annually](#) to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Review date: May 2020