



# St. Wilfrid's Church of England Primary Academy



## Accessibility Plan 2023 - 2024

### Area: Accessibility

Success Criteria	Proposed Action/ Development	Lead(s)	Time Scale	Resource Implications	Evidence
<ul style="list-style-type: none"> <li>Resources adapted to the specific needs of the individual, including matt laminating pouches to be used to eliminate glare and reflectivity, specific font and font size for visually impaired pupils.</li> <li>Visual overlays, coloured paper and alternate-coloured backgrounds for Smartboards to support children with Irllems syndrome or visual stress</li> <li>Individual iPads to support learning for child accessing PODD (picture exchange) learning</li> <li>Follow recommendations from Sycamore Support Service, Speech and Language and Educational Psychologist to adapt resources and how information is orally delivered</li> <li>Use of Widget visuals to support working memory, visual needs and organisation</li> </ul>	Continue to make improvements in the provision of information in a range of formats for disabled pupils to meet needs	SLT SENDCO All Staff	Ongoing	Matt laminating pouches  Visual overlays, coloured paper	Matt lamination of resources in place and used. Appropriate sized font materials used in books. Visual overlays in use and coloured paper or lines in book scrutiny. IEPs show differentiation strategies in use and register of intervention shows frequency. SALT reports reflect improvement
<ul style="list-style-type: none"> <li>Wheelchair use and access ensured to enable pupils to have continued classroom access as needed</li> <li>Well-being room enabling pupils who have need for break periods to take appropriate breaks and then return to classroom activities.</li> <li>Fish to support calming strategies.</li> <li>Sensory room to support self-regulation in KS1, EYFS and children with specific needs.</li> <li>Recording devices available to support pupils with working memory difficulties.</li> <li>Writing slopes and aids to enhance writing position and comfort when writing.</li> <li>Dyslexia friendly training cascaded to other members of staff through displays and resources.</li> <li>Spell checkers to support independent checking of work.</li> <li>Outreach support for PE to differentiate the PE curriculum for physical needs and provision of differentiated skills as part of whole school virtual PE challenge.</li> <li>Support from Landgate Outreach to develop skills of staff in supporting children with autism.</li> <li>Advice sought and followed to enable visual needs child to participate fully in wider opportunities music lessons.</li> </ul>	Continue to improve access to the curriculum	SLT SENDCO All Staff	Ongoing	Fiddle toys, spinners, squeezey balls, massage balls, wobble cushions, weighted blankets, timers, games. Recording devices, batteries for spell checkers.  Pencil grips, Y shaped pencils.  Sensory toys and activities.	Equipment in place and in use in classrooms.  Full participation in PE  Engagement of visual needs child in extracurricular activities  SEN Support plans show variety of strategies to engage autistic children.  Engagement of children with additional needs in music lessons.

<ul style="list-style-type: none"> <li>• Diabetes Nurse supporting school in use of insulin pump</li> <li>• OT support to provide physical aids to support child with need for posture strengthening and support</li> <li>• Communication in place to support needs of child with medical condition and epilepsy</li> <li>• Timetable to work alongside access to Rainbow Hub for child needing specific physical support</li> </ul>	Further develop medical knowledge to support children with medical needs to remain in school	SLT SENDCO All Staff	Ongoing	Training	Attendance of children with medical needs shows they are being supported in remaining in school.
<ul style="list-style-type: none"> <li>• Involvement in inclusion games to engage children with disabilities in para-Olympic sports that have Olympic pathways and offering additional opportunities for children with additional needs to represent the school on school teams.</li> <li>• Provision of transport to enable children to access Inclusion games festivals and competitions.</li> <li>• Close liaison with PGL to enable full participation of children with dietary needs in school trip.</li> </ul>	Continue to improve access to the wider curriculum including full participation in trips and activities	SLT SENDCO All Staff	Ongoing	Transport costs	Photographs show full participation.  Child and parent voice show full inclusion and engagement in process.
<ul style="list-style-type: none"> <li>• Identified pupils to work with speech and language therapists and physio therapists on specific programmes.</li> <li>• Access to fine motor skills programmes to develop motor control in children with dyspraxia. Whole school sports skills development to develop gross motor skills with additional support for dyspraxic children.</li> <li>• Additional Boccia sessions to develop skills</li> <li>• Classroom adaptations in place and awareness raised to meet the needs of children with hearing aids ensuring that lip reading can take place and that video clips are mouthed by teachers to support lip reading if needed.</li> </ul>	Continue to personalise the curriculum to meet all learning needs.	SLT SENDCO All Staff	Ongoing	Fine motor skills equipment	Objectives of programmes met. IEPs show awareness of needs. Spreadsheet data shows improvement in motor skills over time. Monitoring of progress of children with hearing needs shows learning. Child interviews and questionnaire show participation. IEPs show awareness of needs by teachers.
<ul style="list-style-type: none"> <li>• Creation of toileting area to support Reception children with toileting needs.</li> <li>• Close liaison with PGL to enable full participation of SEN children in outward bound activities.</li> </ul>	Physical improvements to increase access to education and associated services	SLT SENDCO All Staff	Ongoing	Privacy curtains to screen area	Access to full curriculum is not impeded by physical needs.  Facilities in place.  Photographs and child feedback.