



# St. Wilfrid's Church of England Primary Academy



## Accessibility Plan 2017 – 2018

Generated from...	Area to Develop	Proposed Action/ Development	Who is involved	Time Scale	Success Criteria	Review Date	Resource Implications	Staff development implications
Statutory Requirement	Curriculum	<ul style="list-style-type: none"> <li>Improve access to the curriculum</li> <li>Improvements in the provision of information in a range of formats for disabled pupils</li> </ul>	HT  Inclusion Manager/ SENDCO  Staff  Appropriate agencies	Ongoing	<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 Irlem-Meaers syndrome or visual stress</li> <li>Individual iPads to support learning for child accessing PODD (picture exchange) learning and Splashboard software (Interactive whiteboard tethering) for visual enlargement. Access to Splashboard in all classrooms and hall as required.</li> <li>Wheelchair use and access ensured to enable pupil to have continued classroom access.</li> <li>Winch used to enable pupil to access multi activity zip wire off site.</li> <li>Well-being zone enabling pupils who have need for rest periods to take appropriate breaks and then return to classroom activities. Fish to support calming strategies.</li> <li>Identified pupils to work with speech and language therapists, physio therapists and play therapists on specific programmes.</li> <li>Software is available to support pupils in learning to develop keyboard schools via the school's website.</li> <li>Recording devices available to support pupils with working memory difficulties. Writing slopes and aids to enhance writing position and comfort when writing.</li> <li>Dyslexia friendly training for key staff to support individuals. Purchase of phonics books to support dyslexic readers.</li> </ul>	Termly	Time  Money - resources	CPD

					<ul style="list-style-type: none"> <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>• Follow recommendations from TESS, Speech and Language and Educational Psychologist to adapt resources and how information is orally delivered.</li> <li>• Diabetes Nurse supporting school in use of insulin pump</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>• Purchase of New Age Kurling Stones and Boccia balls with training for children from Hope Outreach to access inclusion games. Provision of transport to enable children to access Inclusion games festivals and competitions.</li> </ul>			
Statutory Requirement	Physical Improvements	<ul style="list-style-type: none"> <li>• Physical improvements to increase access to education and associated services</li> </ul>	HT, RC Premises Planning and Building Contractors		<ul style="list-style-type: none"> <li>• Disabled access considered carefully within any new building developments e.g. new classrooms in KS2. Adaptation of learning environment to enable a child who needs short distances or access to a wheelchair to take part in all activities: Year group has been moved to accessible classrooms providing short distance journeys to hall, playground and toilets. Specialist subjects have been moved as required to classrooms with disabled access.</li> <li>• Close liaison with PGL to enable full participation of SEN children in outward bound activities.</li> </ul>	Termly	Time Money	N/A