



Whitley Lodge First School Accessibility Plan 2024 – 2027

1. Improving access to and participation within the curriculum					
To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Whitley Lodge is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
Priority	Lead	Strategy/Action	Resources	Timescale	Progress/Evaluation
SEND and Medical register and information with children with additional needs reviewed and updated	SENDCo SLT	Ensure SEND register is up to date. Annotate with any changes/developments Ensure Medical register and Care Plans are up to date Ensure class teachers have relevant information for pupils in their class. Meet with parents of children with plans when details need updating.	SEND Register Individual pupil's paperwork Healthcare Plans	Autumn 2024	SEN and Medical needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents	SENDCo SLT Class Teachers	Introductory meetings with relevant staff members Termly review meetings with parents/carers	Up to date documentation Provision maps Diary dates	Ongoing	Increased engagement of parents
Effective communication with Nursery staff and transition schools to provide high quality information sharing	Nursery staff EYFS Lead SENDCo External staff from feeder schools	Ensure pupils who may need additional or different provision are identified early. Communication with previous schools or feeder schools. SENDCo to attend local networks and build relationships with other local SENDCos.	Staff time for information sharing and relationship building	Ongoing	Smooth pupil transitions from Nursery to reception with adequate support and resources in place
Training for staff on how to increase access to the curriculum for all learners and removing potential barriers.	Deputy Headteacher /SENDCo SLT	Audit staff strengths/gaps in knowledge. Internal and external training from outside agencies, S&L, SEND Teams, EP, OT, Training for Teaching Assistants in adapting/differentiating lessons. Staff meetings addressing inclusive practice and SEND support. SENDCo offer 1:1 sessions with staff	Staff meeting TA training Staff time External agencies	Academic Year	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.



Use appropriate assessment tools and activities for children working outside their age-related expectations	SENDCo SLT	Ensure that staff have access to relevant tools and activities. Where appropriate, staff to access Launchpad for Literacy materials Seek advice from other professionals where needed. SENDCo to attend local network meetings and keep up to date with tools and support available	SENDCo and teachers time External agencies Other professionals	Ongoing	Children working pre- key stage will have consistent approaches for assessment and a tailored curriculum.
To ensure that all medical needs of all pupils are met fully within the capability of school	SENDCo	To meet with families to discuss requirements and create a plan Identify any staff training needs Liaise with external agencies Make relevant referrals to external agencies	SENDCo Time Staff time External agencies Other professionals	Ongoing	All advice acted upon and children's needs are met.
Appropriate use of specialist equipment to benefit individual pupils and staff	SENDCo	Ipads available to support children with difficulties Use of wobble cushions Weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment E.g. visual timetable, wobble cushions etc Purchase Widget to make resources	SENDCo - Audit of equipment and needs Cost of resources, staff training	Ongoing	Children with SEND have appropriate equipment and resources which support their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	SENDCo	Track pupil progress and attainment on Sonar. Strategically plan interventions to allow for optimum outcomes for pupils with SEND. Have intervention groups across classes/year groups to give more children opportunities to attend interventions.	SENDCo time Sonar Resources for intervention Cost of intervention materials	Ongoing	Improved progress and attainment for identified children across an academic year

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Priority	Lead	Strategy/Action	Resources	Timescale	Progress/Evaluation
Provision of accessible toilet	HT SENDCo	Maintain accessible toilets with clinical waste bins	Maintenance costs	Ongoing	School will continue to have an accessible toilet in school for those children who need access to one.



Provision and maintenance of stair lift	HT SENDCo	Maintain stairlift Staff training on use and using in an emergency	Maintenance costs Staff Training	In place Refresher training when needed	School will continue to have a stair lift so that disabled pupils can access upstairs classrooms and computer suite
Provision and maintenance of lift	HT SENDCo	Lift service	Maintenance costs	Ongoing	School will be fully accessible to those with disabilities
Access into and around school and reception to be fully compliant	Headteacher Caretaker	Clear route around and through school Designated disabled parking Wide access doors	Premise meeting Premise walk	Ongoing	School will be fully accessible to those with disabilities
Maintain safe access around exterior of school	Headteacher Caretaker	Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	Ongoing	People can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Headteacher Caretaker Class teachers	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	Ongoing	People can move safely around the school
To make effective use of 'The Little Haven'	SENDCo Class teachers	This is a space for all children to access if needed. It is a place where children can go if they are dysregulated and access sensory resources, calm and adult support to help them regulate.	Resources of the space	Early stages of development - ongoing across the year	Children will have a space where they can go to regulate. Children will be calmer and able to have calming breaks at appropriate intervals.
Evaluate school trips considering the needs of disabled pupils	SENDCo SLT	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Liaise with venue if required to ascertain additional information and disabled access Pre-visit by staff if needed	Risk Assessments eVisit Time for pre-visit if required	Ongoing	All children with SEND are able to access school trips

3.Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Priority	Lead	Strategy/Action	Resources	Timescale	Progress/Evaluation
Review documentation on website to check accessibility for parents	Headteacher Deputy Head Office staff	Key documents easily accessible on website. Ensure documents are accessible to everyone using commonly known vocabulary.	Office time Website	Ongoing across the academic year	All parents will be able to be aware of what is happening at school via the website.



		Office to be aware of parents who may need support in accessing materials and assisting with this			
Ensure written materials are available in alternative formats	Headteacher Deputy Head Office staff	Information sent via email where appropriate Provided translated documents where appropriate Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Office time Google translates	Ongoing across the academic year	Parents are able to access all information
To ensure that SEND Annual Review/parent meeting information is as accessible as possible	SENDCo	Child-friendly targets. Offer opportunity for parents to bring someone to the meeting with them. Access to translators/interpreters to be offered if possible.	SENDCo Time Teachers time Cost of any translator/interpreter	Ongoing across the academic year	Parents are able to access all information