



Woodgrange Infant School

ACCESSIBILITY PLAN

2024-6

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We will actively challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion. We are an open, friendly and welcoming organisation where everyone feels included and valued.

We are a reflective organisation and continually seek to improve our provision for all stakeholders.

Our Accessibility Plan has been drawn up in compliance with current legislation and requirements.

It includes actions to address

- The physical environment
- The curriculum
- Written information presented to pupils, staff and visitors with disabilities

The physical environment

Focus	Strategies	Success criteria	Lead	Time frame	Evaluation (date)
Ensure all spaces are fit for purpose and show they value the people who learn and work within them	Refurbish Mulberry Room- windows, heating, furniture	Room is no longer a storeroom	SS	Term 1 and 2 2024	
Refresh sensory room	Replace bubble tube and sensory equipment Refresh walls Refresh floor	Room is fit for purpose	NDLS	Term 1 and 2 2024	

The curriculum

Focus	Strategies	Success criteria	Lead	Time frame	Progress to date
To use BSL to support children with hearing deficit	Appoint TA with BSL skills Liaise with support services	Child makes progress against assessments of BSL vocabulary	SALT	As needed New staff	Training for new staff
To support pupils who are at the early stages of learning English	Support in home language as far as possible Staff translate information verbally with parents/ Use Google translate if required Website offers translation facility Early intervention groups for basic skills- with home language support where possible	Children settle quickly and rapidly acquire basic vocabulary. Children make friends and are happy	Class teachers	First term of arrival	Children make progress in intervention groups- acquiring phonics and English vocabulary

Ensure all children have access to a whole education	<p>Programme of interventions</p> <p>Educational visits are planned with pupils with SEND given full consideration- accessible/ transport etc</p>	<p>Interventions link areas of learning and complement classroom offer Subject leaders/ teacher input to planning</p> <p>Careful pre planning and risk assessment processes routine part of organising Ed visits SEND team fully informed and involved from the pre planning stage .</p>	Subject leaders	NDLS Subject leads	 <p>Inclusive ed visits well planned and safely staffed</p>
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We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Our Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equalities Action Plan
- Health & Safety (including Educational Visits)
- Inclusion
- Behaviour Management
- Teaching and Learning Policy

We will monitor the effectiveness of this plan through

Tracking the progress of all pupils from their starting points

Evaluating feedback from parents and visitors and proactively responding to suggestions about how we can improve.

We will know it is successful when

- we receive 100% positive feedback
- we do not need to delay any pupils' admission to our school through not being able to readily meet their needs

Revised September 2024

Next review 2026