

Wessex Gardens Primary and Nursery School

Accessibility Plan 2021 – 2024

Targets	Strategies	Staff responsible	Timeframe	Resource implications	Success criteria	Review
Improving access to the curriculum						
To ensure there is effective differentiation for all children across the curriculum	<p>School Develop Plan and Inclusion Action Plan</p> <p>Staff training</p> <p>Inclusion team support class teachers with planning</p> <p>Develop bank of resources for teachers on shared area</p>	Inclusion Leader and Inclusion Team	2020 - 2021 Review November 2021	None	Lesson observations and children's books demonstrate learning is differentiated so that all children are accessing the curriculum and making progress	
Staff and children to understand the impact of a range of disabilities	<p>Develop a disability awareness curriculum to be provided as part of existing curriculum, assemblies and focused days or weeks</p> <p>Work with curriculum leaders to ensure resources include positive reflections of people with disabilities</p>	Inclusion Leader	November 2021 – July 2022		<p>Disability awareness curriculum published and delivered during 2022-2023</p> <p>Pupil voice demonstrates increased knowledge and empathy – Summer term 2023</p> <p>Audit of resources and planning demonstrate positive images of people with disabilities</p>	

Improving access to the environment						
Maintain current access arrangements across the site	Carry out annual audit of accessibility and safety for pupils, staff and parents with disabilities	Inclusion Leader/Business Leader/Site manager and Governors	Ongoing - Summer term 2021, 2021, 2023	Audit checklist required	Audits demonstrate access arrangements are adequate and safe	
Identify areas for improvement	Site Manager to ensure current provision is maintained and that disability access points and toilets remain uncluttered	Inclusion Leader and Inclusion Team			Raised concerns have been addressed and changes/modifications have been made	
Staff are aware of the particular needs of minimally verbal children and providing an appropriate learning environment	Training provided by Advisory teachers Makaton training				Observations demonstrate visual timetables, task checklists and other non-verbal communication is in place and children are emotionally regulated	
Improving access to information						
To develop inclusive classrooms so that all children are able to follow classroom routines and teacher input	<p>Develop inclusive classroom checklist for teachers</p> <p>Develop a bank of resources for staff</p> <p>Annual monitoring of classrooms in Autumn 1</p> <p>Staff training for teachers who have children with sensory impairments – LA advisory teachers</p>	Inclusion Leader	<p>September 2021</p> <p>October 2021, 2022 and 2023</p>	None	<p>All classrooms are observed to have non-negotiables in place</p> <p>Children with sensory impairments are observed to be accessing teacher input in lessons</p>	