

Whitley Village School Accessibility Plan 2025 - 2025 (Part 2)

I. Improving Participation in the curriculum					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement of parents	SENCO and Staff	Meetings in the autumn term for all parents, followed by termly meeting with parents and scheduled meetings with parents of SEND. Transition Meeting for all new Reception class parents with a carefully planned sequence of spaced visits to school. Daily availability of staff each morning for parents to speak to their child's teacher or Headteacher.	-Support to write plans -Rooms for meetings -Diary dates -staff support for cover	On going	Increased engagement of parents
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	Head	Epi pen and asthma Training – Part of Paediatric First Aid Training Policy for medicine and medical conditions to be updated (Nov 2023) Training from outside agencies- Autism support team, Use of Private Speech and language and NHS. Use of technology to remove barriers, E.g. Language Master machine. Use of instruction techniques to assist pupils to have learning scaffolded to reduce cognitive load. National College Training Linked to SEND Curriculum Access Document.	-Staff meeting -TA training - Use of National College to support personal learning Pathways. Autism Team Online Training. Regular First Aid Training and requalification as needed.	Ongoing through National College and other providers	All staff are training and potential barriers are foreseen then removed before a problem arises Training is planned and attended by adults Training logged in CPD
Appropriate use of specialised equipment to benefit individual pupils and staff	Head /SENCO	IDL to support Learners. Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of, weighted blankets Pencil grips etc Monitor and observe use of equipment, Chromebooks access for Dyslexic learners. Tailored provision via Century Tech Use of trampolines and spinning chairs provide vestibular and proprioceptive stimulation for individuals with autism by offering rhythmic, repetitive movement, which can help regulate sensory input, improve focus, and reduce anxiety. Use of non-medicated approaches for ADHD such as standing desks and movement breaks.	-Audit of equipment and needs - Staff training - Cost of resources	One year and on going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning

Appropriate use of intervention and their success and impact on progress	Head	Review interventions for impact and progress termly during progress and provision meetings. Use of IT analytical software to track progress of individual learning growth.	-Observations of learners -Training on IDL data analysis. -Century Tech – Eng and Maths TT Rock Stars – Times Tables Rolama for SPG	One year	Progress and attainment of all children is in line with their potential
Curriculum resources include examples of people with disabilities.	Head & Subject leaders	Resources to be carefully chosen for their inclusivity. New purple Mash Scheme designed to be differentiated by using support and/or scaffolding to adapt tasks and activities so that outcomes can be tailored to each child's individual needs.	- Resource budgets used as new purchases are made	On going	Resources which reflect all types of disabilities and diversity of the UK.

2. Improving Physical Environment

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	Head	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children can access the trip to its full extent. Pre visits maybe required for residential stays if SEND children are coming. Liaise with venues to advise of any adaptations for visit or catering.	-Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips during their time at Whitley
Ensure all children feel safe and involved at playtimes	Head of School and all staff	Phys Kids to encourage children to join in games Staff to report children who may not be involved at playtimes to class teachers. Survey attitudes of Children	Training for Phys Kids -Staff aware of vulnerable children -Buddy system for new children in Reception Google Forms Survey	On going	Children feel safe in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	Head of School Premises Officer	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear	-Premise H&S assessment - Premise walk Yearly premise risk assessment Personal Evacuation Plan if Needed Daily reporting of site	On going	There is safe access through put the school.
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable Participation.	Extra Curriculum Club Lead Planner	Audit SEND children use of clubs and extended services Risk assessments put in place if needed.	-Registers of clubs and extended day - risk assessments	Done three times per year.	Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required

3.Improve the Delivery of Written Information					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents, including those that might use English as an additional language	Head of School	Ensure website has translation advice page. (How to use Google Translate)	Google Translate advice page.	By December 2022	Website will be able to be translated into all required languages
Ensure written materials is available in alternative formats if needed. E.G SATs papers on different colours.	Class Teacher/ Head of School	Ensure office staff can use google translate to translate anywritten letters if needed.	Google translate	Ongoing	Parents are able to access all information on the website or through face-to-face explanations.