Great Whelnetham C of E Accessibility Plan 2024-2027

Great Whelnetham C of E Primary School is a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Great Whelnetham C of E Primary School intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with a disability.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities

- Increasing access for pupils with a disability to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Contextual Information

Great Whelnetham C of E Primary School is a single storey building which houses four main classrooms, a school hall and a learning hub/library. An extension project created a further two classrooms, known as The Cabin. This is where our Year 5 and 6 children learn. A disabled toilet is available near the front entrance to the school building which also includes the main reception office and the leadership team's office. There is a parking area at the front of the building for disabled users and they can gain access to the school safely via the main door entrance area, which is suitable for wheelchair users.

Current Range of known disabilities

The school has children with a range of disabilities including moderate and specific learning disabilities. We currently have one child who is deaf and wears hearing aids and has access to a transmitter and mic.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others. For any child in need of specific risk assessments and / or adjustments to the school curricular or extra-curricular offer, the school works with our SENDCO and Head of School to ensure these changes and assessments are in place.

Target	Strategies	Time scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENDCO/ Head of School/ Executive Headteacher	Raised staff confidence in strategies for differentiation and increased pupil participation
Increased awareness of wellbeing strategies and signs of decreased wellbeing in pupils and adults	Staff training, including wellbeing sessions. Standing item on every staff meeting. Wellbeing drop ins available for all staff. CPD bespoke to current relevant needs of pupils (Trauma training)	On-going and as required	SENDCO/ Head of School/ Executive Headteacher	Raised staff confidence in strategies used to notice wellbeing concerns and how/where to signpost.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCO/ Head of School/ Executive Headteacher	Raised confidence of support staff
Ensure all staff are aware of disabled children's	Set up a system of individual access plans for disabled pupils and ensure that all staff are	As required	SENDCO/ Head of School/ Executive	All staff aware of individuals needs

curriculum access	aware. Information sharing with all agencies involved with child		Headteacher	
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEND resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Head of School/ Executive Headteacher	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE subject leader	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Great Whelnetham C of E Primary School is working hard to grow and develop. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with a disability.	To create access plans for individual disabled pupils as part of the IEP/Pupil passport process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	As required Induction and ongoing if required Annually Recruitment	SENDCO Ex HT/Head of School Ex HT/Head of School	IEPs/Pupil passports in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues

		process	HT	do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Keep all access points clear and free of any obstacles for the safety of all wheelchair users. Health and safety walks to be completed on a regular basis.	Ongoing	Gov/HT/ Office Manager	Disabled parents/carers/ visitors feel welcome Lower level of risk from trips and falls.
Improve signage and external access for visually impaired people	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Regular evacuation and lockdown drills which are evaluated for improvement.	As required	Ex HT/SENDCO/Office Manager	All pupils and staff with a disability working alongside are safe in the event of a fire
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from Suffolk Teacher of the Deaf as required (accessed through the NHS)	Ongoing	HT	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have suitable access weekly corridor / emergency exit checks.	Ongoing and as required and as appropriate	Admin / EHT	All fire escape routes are accessible and known to all staff/pupils/visitors and Governors.

Improving the delivery of written information to pupils with a disability.

This will include planning to make written information that is normally provided by the school to its pupils available to pupils with a disability. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need. The school will also make contact via phone calls for any parents identified as being in need of verbal communication rather than written. All communications are available in any language when requested by the parents. All DfE tests are available in large print or in Braille

when requested. All pupil-based documents are available in a variety of colours if a child has been identified to be in need of alternative colour print.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction Ongoing Current	Staff/Support staff School Office Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	School staff/ Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	HT/SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP/Pupil passport review formats	Ongoing	SENDCO	Staff more aware of pupils' preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Refresh every Autumn term	HT	Confidence of parents to access their child's education
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with	Ensure website is fully compliant with requirement for access by person with visual impairment.	Review each term	All staff	All can access information about the school

standard form of printed information				

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