

This Accessibility Plan was written in Summer 2021 by the Headteacher and Health and Safety Governor and will be reviewed every 3 years and approved by the Environment Committee. Next review Summer term 2024.

1. 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 are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
2. Willow Wood Community Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame
3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted annually by the Environment Committee.
4. 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.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the school in conjunction with a named governor. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. A copy of the Accessibility Plan will be placed on the website.

7. The Plan will be monitored, to assess its impact on the school community, through the Leadership & Management Committee.

8. The school will work in partnership with the local education authority Cheshire West and Chester.

9. The Plan will be monitored by Ofsted as part of their inspection cycle.

Autumn term 2021

Possible Accessibility Issue	Current Position/Action	Timescale	Person(s) Involved	Monitoring
Is the curriculum designed to allow equal access?				
Pupil attainment	Data is analysed to ensure progress is being made by all groups of pupils.	Termly pupil progress reviews to review progress of PP/other, SEND/other, girls/boys, term of birth	Curriculum leaders SLT	SLT monitoring each
Differentiated Curriculum	All teachers plan for differentiation to meet the learning needs of all pupils in the classroom	Weekly planning	All class teachers	Termly Evidence Collection Days
Meeting the needs of pupils with identified special educational needs and/or disabilities	Termly individual action plans. Access to lilac class for identified pupils requiring support beyond the classroom differentiation	I.E.Ps termly Tracking to identify pupils for support termly	All teachers Inclusion manager	Inclusion manager to monitor I.E.Ps and effectiveness of provision Teaching A

Pupils with low level of speaking & listening/comprehension skills	Pupils with limited language skills receive differentiated support as appropriate.	termly	All teachers	Inclusion manager with class teachers.
Resources	Provision of appropriate resources to support pupils with access to the curriculum e.g. use of visual timetables and use of hearing aid to support pupils with hearing impairment	On going according to pupil needs	All teachers to report needs to Inclusion Manager	Tracking pupil progress Inclusion manager to monitor resources are in place to support needs of identified pupils
Curriculum Access	All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required. Support is given for residential visits eg. through deployment of extra adults, support with administration of medicine, modification of activities	On going as need arises through the year	Inclusion manager All staff	Monitored by SLT

Is the building designed to meet the needs of all pupils?

Building Design	Wheelchair access to the school is provided through the...classrooms. Access issues to other classrooms from the outdoor playground to be incorporated in future building work.	Daily basis as required	Site Maintenance Officer Environment Committee	Governors Premises Committee Site Maintenance Officer
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Is communication in place to meet the needs of all its community?

Presentation of information	Identified children have access to visual timetables which are updated on a regular basis <input type="checkbox"/>	Daily basis as required	Inclusion manager All staff	SLT/ Headteacher
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