



Wray Common Primary School

Accessibility Action Plan 2024 – 2027

Governors' Committee Responsible: Teaching and Learning Committee

Governor Lead:

Nominated Lead Member of Staff: Pippa Kober

Status & Review Cycle: Statutory & tri annually

Next Review Date: Autumn 2027

Under the Equality Act 2010 requires that all schools should have an Accessibility Plan. The Plan must be reviewed every three years and approved by the Governing Body.

The aims of our plan are to:

- Ensure that pupils with a disability can fully engage in the schools' curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are included in all areas of school life.
- Improve the delivery of information to pupils with a disability, parents and carers.

The Physical Infrastructure

Wray Common Primary School is a single-story building. Each classroom is accessible from outside, through a cloakroom area and/or classroom doors. The exception to this is the location of the current Year 6 block which has 3 steps up to the cloakroom area. The current Year 6 and old Year 3 Classrooms, Music Room and Junior Library are located in demountable classrooms outside of the main school building. One of the Year 6 classroom fire doors has levelled access from outside, and the other is accessed by a flight of 4 steps. Inside the main school building, there are steps to access the small hall from the Infant classrooms, and steps to access the large hall from the junior classrooms. Only the current Year 4 classrooms and the LSB have level access to the large hall.

Parents are issued with parking permits to park within the staff car park at dropping off and collection points, as required.

There is some on-site parking for staff and there is one disabled parking bay.

There are accessible toilet facilities available. One is in the Junior Library and one is available in the Music Room. Both of these are located away from the main building and have outside access. They are fitted with a handrail and a emergency pull cord. The school has internal emergency signage and escape routes are clearly marked.

Increase the extent to which pupils with a disability can participate in the schools' curriculum

- Teaching is responsive to children's needs to ensure all children are enabled to access learning
- Interventions and additional support are planned for and the progress of children within them is tracked
- Classrooms are organised to promote the participation and independence of all pupils
- Support plans are in place for children identified with additional needs, to outline individualised support. The school works in collaboration with outside agencies to ensure children can access learning and make good progress. For example; the Visual Impairment (VI) team, Occupational Therapy (OT), Physiotherapy, Hearing Impairment (HI) team, Speech & Language Therapy (SALT), Educational Psychology (EP), Specialist Teachers of Inclusive Practice (STIPS), and the school nursing team.

Improve the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to be included in all areas of school life

- Corridors are kept clear from obstructions to prevent trip hazards.
- Lights are checked regularly to ensure good working order.
- Classrooms are well lit and blinds are maintained where appropriate, to allow good lighting and reduce glare.
- Rooms are kept free from floor clutter to prevent trip hazards.
- Electrical wires are stored safely.
- Accessibility is considered when planning classroom placement and classroom organisation each academic year, to ensure appropriate access for all children.

Improve the delivery of information to pupils with a disability, parents and carers

- The VI service is working with one child with VI.
- The HI service is working with one child with HI.
- The OT service is working with 5 children across the school with ranging needs.
- The Physio service is working with one child.
- Our website is up to date with all information available to parents/carers and a weekly newsletter is sent electronically to all parents/carers. This is also available as a paper copy to parents/carers who are unable to access it via the website.

Aim	Actions	Person responsible	Time frame	Success Criteria
<p>Increase the extent to which pupils with a disability can participate in the schools' curriculum by: Ensuring access to the curriculum for pupils with a disability.</p>	<ul style="list-style-type: none"> • Staff training in supporting pupils with additional needs is regularly planned with a focus on key areas of need within the school; SLCN, ASD, physical and medical needs • Referrals to outside agencies are made as necessary to provide further support and recommendations • Reasonable adjustments will be made to provide specialist equipment to promote participation in learning by all pupils when necessary, e.g. headphones, writing slopes, adjusted seating and pencil grips • Reasonable adjustments will be made for children with disabilities to access school outings and residential, and after school clubs as required. 	<p>Pippa Kober</p> <p>Pippa Kober</p> <p>Pippa Kober</p> <p>Pippa Kober</p>	<p>Ongoing review</p> <p>Ongoing review</p> <p>Ongoing review Ongoing review</p>	<p>Children with disabilities are able to access the curriculum and make good progress from their starting points.</p> <p>Children with disabilities have access to specialist resources, equipment and support when necessary and reasonable</p> <p>All school activities are accessible to pupils with a disability. All pupils are able to actively participate in trips and residential.</p>
<p>Ensuring that the personal needs of children are met fully within the school.</p>	<ul style="list-style-type: none"> • Regularly review medical policy to ensure it has guidance on 'Supporting Children with Medical Conditions' • Annually review children's Individual Healthcare Plans (including Intimate Care Plans) and create new plans for children with emerging needs. Ensure parents are involved in co-production and agree content. 	<p>Greensand</p> <p>Lisa Huddleston / Pippa Kober</p> <p>Lisa Huddleston / Pippa Kober</p>	<p>Ongoing review</p> <p>Annual review</p> <p>Annual review</p>	<p>The school's medical policy complies with guidance on 'Supporting Children with Medical Conditions'. Signed Individual Healthcare Plans are in place for children who need them.</p>

	<ul style="list-style-type: none"> Individual Healthcare Plans are to be kept in the school office and copies are shared with the class team. 			Individual Healthcare Plans are filed in the school office and copies have been shared with the class team – documents are saved centrally on Teams.
<p>Improve and maintain access to the physical environment by: Ensuring that there are enough wellies and wet weather gear for children, so that outside learning can take place as planned. Maintaining the white lining on the steps and raised areas, for visually impaired children and adults. Wheelchair ramps installed as required to enable access for children requiring use of a wheelchair.</p>	<ul style="list-style-type: none"> Wellies to be stored by classrooms Spare wellies to be available for reception children <p>Nick Fensom to regularly inspect the white lines, renewing the paint as required.</p> <p>Nick Fensom to temporarily install wheelchair ramps as required for children, to enable access to all areas of the school.</p>	<p>Class Teachers</p> <p>Lisa Huddleston</p> <p>Lisa Huddleston</p>	<p>Ongoing review</p> <p>Ongoing review</p> <p>Ongoing review</p>	<p>Children are able to access outside learning at all times.</p> <p>White lines will be clearly visible.</p> <p>Children using a wheelchair are able to safely access all areas of the school.</p>
<p>Improve the delivery of information to pupils with a disability, parents and carers by: Ensure information is jargon free and made available in other languages as required.</p>	<p>Keep information jargon free. Ensure parents know that they should check their child's book bag for letters etc. Website always regularly updated.</p>	<p>All staff</p>	<p>Annual events and opportunities include: Open Door Policy, Information Meetings Parent Teacher</p>	<p>Children with disabilities will be able to access all information shared with their peers</p> <p>Children with VI will have access to adapted</p>

<p>Reviewing the quality and consistency of pathway plans</p>	<p>'Marvellous Me' App used by all classes regularly to communicate an aspect of the children's learning so that parents can talk to their child about what they have done in the school day.</p> <p>Support plans must reflect a child's needs accurately and provide SMART targets to work on, which may include advice and targets from outside agencies involved in support.</p> <p>All parents of children with additional needs are offered one additional meeting each academic year to discuss their child's support.</p> <p>There is an open-door policy whereby parents and carers are able to share concerns and questions with staff, regarding support in place for their child.</p>	<p>Pippa Kober / Teachers</p>	<p>Consultations, Open Evenings etc.</p> <p>Ongoing review, at least termly</p>	<p>resources, including online support where needed</p> <p>Parents/carers will be able to access school information</p> <p>Parents can talk to their child about what they have done in the school day</p> <p>All support plans will have relevant targets to support individual children's progress, which are reviewed termly</p> <p>Parents understand how their child is supported in school</p>
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