



Wylde Green Primary School **Accessibility Plan.**

(Required under the Equalities Act 2010 and Disability Discrimination Act 2005)

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

Wylde Green Primary School has the highest ambitions for its disabled pupils and pupils with additional needs and expects them to participate fully in all aspects of school life. We are committed to giving all of our children every opportunity to achieve the highest standards. The school sets challenging but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers. Wylde Green makes all children feel welcome irrespective of race, religion, or impairment.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out steps the school will take to achieve this. The action plan will be reviewed every three years by the leadership team and updated to ensure it is effective. This action plan may be updated before this time should the provision for disabled pupils require change.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils/parents of information which is provided in writing or otherwise.

Increasing the extent to which disabled pupils can participate in the school curriculum.				
Aim	Current good practice	Actions	Person responsible	Date to be completed by
Ensure full access to the curriculum for all pupils.	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils.	Ensure appropriate deployment of support staff. Ensure high quality teaching, through CPD for all to improve disabled pupil's access. Audit extra-curricular activities to ensure participation of disabled pupils. Liaise with pre-school/nursery settings to ensure provision is managed accordingly for any new child joining	Leadership team	Ongoing Ongoing Audit to take place September 2017, and completed every 6 months thereafter Completion during transition time each year,

		Wylde Green. Ensure children receive assessment and intervention for Speech and Language where necessary to access the curriculum effectively.		Summer term. Completed annually or as and when need is identified.
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Aim	Current good practice	Actions	Person responsible	Date to be completed by
Improve and maintain access to the physical environment.	New classrooms opened in June 2017 specifically designed with a ramp to meet the needs of disabled pupils School has a fully accessible with changing bed facilities.	Make use of specialist services e.g. PDSS to assess the environment for any disabled pupils. SENCO to read reports and implement advice given.	Leadership team Site team	Annually for physically disabled children.
Improving the delivery to disabled pupils/parents the delivery of information that is provided in writing or otherwise.				
Aim	Current good practice	Actions	Person responsible	Date to be completed by
Improve the delivery of information that is provided in writing to disabled pupils.	Enlargement of tests and reading materials for visually impaired children.	Provide pictures and symbols for children with communication difficulties. Parents and pupils consulted to determine preferences where there are communication difficulties. Use of specialist services for advice and resources when necessary.	SENCO Teaching staff	Ongoing – when need is identified. When need is identified

Improve the provision of information in a range of formats for parents	Use of Groupcall as a more efficient way of communication with parents.	Large print and audio formats as required. Consult with parents when necessary to provide information in the appropriate format.	Office team	As and when requested by parents.
Improve access to and use of ICT to support disabled pupils.	Visually impaired children are seated at the front of the class to access the interactive whiteboard facility.	Provide laptop for long writing tasks for children that have poor fine motor skills. Ensure specialist equipment is purchased where necessary Utilise voice recording software where necessary. Use SEN software resources to support learning within the classroom.	SENCO ICT Team	When needs arise. As and when required

Date approved: 9 October 2023

To be reviewed: 9 October 2026