

William Gilbert Primary School and Nursery

Accessibility Plan 2021 – 2024



Planning Duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short Term	Improve provision for children with specific Social, Emotional, Mental Health (SEMH) challenges which may prevent them from accessing full curriculum	Embed Nurture programmes across Key Stage 1 and 2 including The Behaviour Box, Lego Therapy. Follow advice from outside agencies to support SEMH.	SENCO Teaching Assistants	Autumn 2021	Teaching assistants are trained to deliver high quality SEMH support and they work alongside our SENDCO and SLT to evidence the impact on identified children eg: pupil progress meetings. Includes SEND Teaching Assistant appointment for the Spring Term 2022 to focus specifically on nurture and pastoral care.	December 2021
Short Term	Identify barriers to learning and plan provision that is 'different from and additional to' and	Develop and review the impact of the class provision maps.	SENCO Teachers Teaching Assistants	Autumn 2021 Spring 2022 Summer 2022	All pupils are performing and are making at least good progress as confirmed by	Review every term. Autumn 2021 Spring 2022 Summer 2022

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	making reasonable adjustments to meet pupils with additional needs.	SENCO to work with class teachers, subject leaders to ensure all pupils reach their full potential. Monitoring equality through pupil dialogue.			teacher assessment and tracking data, ELG and End of Key Stage Teacher Assessments.	
Short Term	To ensure all staff are aware of specific needs of pupils and how they access the curriculum.	Staff training for those who support children with additional needs. This includes: Training in use of Makaton to support pupils with communication difficulties. Behaviour Support Service to deliver training to promote strategies to empower positive behaviour.	Speech and Language Therapist Behaviour Support Service Educational Psychologist SENCO Teachers Teaching assistants Midday supervisors	Autumn 2021	Staff develop an understanding of how they can meet the needs of individual children with a diverse range of learning and behaviour needs. Staff trained and feel confident in supporting specific pupils.	December 2021
Medium Term	Embed the nine protected	Staff training to develop awareness	SLT Teachers	Autumn 2021	Staff demonstrate awareness of their	December 2021

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	<p>characteristics (sex, sexual orientation, age, religion or belief, disability, race and ethnicity, marriage and civil partnership, pregnancy and maternity, gender reassignment) within SMSC (Spiritual, Moral, , social and cultural) and the wider curriculum</p> <p>To develop pupils' understanding of discrimination and how we can ensure equality within our school community</p>	<p>of the protected characteristics and how we can implement them into our school curriculum and community.</p>			<p>duties and consider any equality implications.</p> <p>Staff plan and deliver age appropriate knowledge integrated in the curriculum</p> <p>Promote pupils' awareness and understanding of the protected characteristics</p>	
Medium Term	Middle leaders need to ensure that their curriculum area is accessible	SEND Audit of the curriculum including Deep Dives of each subject area throughout the academic year.	SENCO SEND Governor Curriculum Leaders	Autumn 2021	All curriculum planning ensures that all children can access all areas	Summer 2021

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		Training from SENDCO				
Medium Term	To ensure that all school trips (day trips and residential) promote equality for all.	Needs of SEND children are incorporated into planning and risk assessment for children with SEND. All pupils' protected characteristics needs are met.	Class Teacher SENCO	Autumn 2021	All pupils' needs are considered and reasonable adjustments are made to ensure equal opportunities	Summer 2021
Medium term	To review all pupils' accessibility to devices at home and provide support where needed.	To identify those who will benefit from the government scheme and those who will temporarily borrow from school	SLT Computing Lead	Autumn 2021	All pupils have access to devices suitable to curriculum learning at home.	Summer 2022
Long Term	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Curriculum Leads SENCO SLT Governors	Annually	All policies clearly reflect inclusive practice and procedure	Annually

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Planning Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short Term	To ensure that the school's physical environment is accessible	Audit of physical environment	Head of school/ SENCO/ Site manager	Autumn 2021	School is aware of accessibility gaps to physical environment and potential areas of hazard.	Summer 2022
Short Term	Building a growing awareness of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process	Physical and Sensory Impairment Team SENCO Staff	September 2021	IEPs 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 do not influence recruitment and retention issues.	December 2021
Short Term	Ensure hearing and visual environment in classrooms is regularly monitored to	Seek support from Local Authority including Hearing Impairment and	LA HI and VI advisory teachers in conjunction with SENCO	September 2021 January 2021 April 2021	All children have access to the appropriate environment	Review every term Autumn Spring Summer

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	support hearing impaired and visually impaired children	Visual Impairment advisory teachers				
Medium Term	Ensure the learning environment is accessible for children with sensory impairment.	Check for tripping hazards, location of furniture, noise reduction measures in classrooms. Provision of sound systems.	Head of school/ SENCO/ school business manager.	Autumn 2021	Learning accessible to all with physical or sensory impairment.	Summer 2021
Long Term	To provide an additional nurture space to improve provision for children with specific Social, Emotional, Mental Health (SEMH) challenges which may prevent them from accessing full curriculum	Nurture Room to be built in the junior building	Head of School Governors Business Manager Architect Building Company	Spring 2021	To have an additional learning space to support pupils' personal development and SEMH.	Summer 2021

Planning Duty 3: Access of Information

	Issue	What	Who	When	Outcome	Review
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Short Term	To ensure that written information is accessible to pupils with visual impairment and any auditory materials are accessible to pupils with hearing impairment.	Seek support from Local Authority including Hearing Impairment and Visual Impairment advisory teachers. Resources loaned from the VI Team eg: Reading books.	Staff use appropriate technology (as recommended and trained by HI services) to support pupils with hearing impairment to access all learning throughout the day.	Autumn 2021	Information is accessible to children with sensory impairments.	Every Term Autumn Spring Summer
Ongoing	School website to be updated regularly, providing information that can be accessed by all.	Regular reviews of information and accessibility format.	Business Manager IT support Curriculum Leads (for their subject areas) SLT	Autumn 2021	Communication is effective and the website is purposeful.	Every Term Autumn Spring Summer