

## Accessibility Plan 2022-25

Wrenbury Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this, they are in breach of the DDA). 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

We have created an accessibility action plan. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

### Contextual Information

Wrenbury Primary School was built in 1876. It is a school made up of two buildings: the main school and School House. The main building hosts our EYFS to Y6 classes, including our nursery provision, Little Wrens. This building is a single storey building apart from a staffroom on a first floor, accessed by a single staircase. The original Victorian building has been extended at the back and includes nursery provision with its own entrance. School House is a two-storey building and is used for storage.

### Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability

- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents

The table below sets out how the school will achieve our aims.

### Curriculum

Continually 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 our classes. All children have always had access to arrange of 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 consequence and to ensure the safety of others.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To provide more staff training to meet special needs.	Key staff trained in ADHD and ASC; SEMH; - actions in place following training Offer of a variety of CPD throughout the year to staff – teaching and teaching assistants ELSA trained TA	Training to be provided	All training to be arranged termly as needs arise	SLT/SENDCo	All children able to access all areas of the curriculum and work towards attaining age related expectation
All EAL children are able to access the school's curriculum	Contact with Jo Bowkett (LA) – provision of resources/links to support teaching of EAL (recommended by other settings). Use of Google Translate / dual language word books	Training to be provided and/or networking with schools who are established in the provision of education to EAL children to be established	By end of autumn 2022	SLT	EAL children are receiving appropriate teaching in the English language to enable them to more readily access the curriculum

All pupils are able to access the curriculum and make good progress	Mental Health support myhappymind programme	External agency referrals where necessary e.g., Speech and Language, SEN provision; positive parenting	As required	SLT/SENDCo	All children able to access all areas of the curriculum and work towards attaining age related expectation
All staff aware of curricular needs of individual pupils regarding specialist equipment.	Key staff aware of needs of children they work with through support of the <i>Sensory Inclusion</i> team and use or adapt current resources / equipment or purchase new as necessary.	Provision of appropriate materials e.g., for visually impaired/ partially sighted Training in specialist equipment for all once highlighted as needed. IT hardware or software installed as necessary. whole staff as required.	Inset with whole staff as required – vulnerable children	SLT/SENDco	All children able to access all areas of the curriculum and work towards attaining age related expectation
Ensure P.E continues to be accessible to all.	P.E. kits provided for all children (if not able to provide) and washed by school SLT as needed.	Liaise with external agencies and sports coaches regarding specialist equipment needed to include all pupils.	As required	LP/SENDCo	
All out of school activities planned to ensure, where reasonable, participation of all pupils.	Risk Assessments in place to include all children in school visits and sporting events	Review all extra-curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extracurricular activities. Regular check via Evolve for out of school activities.	SLT/ LP	

## Physical Environment

Wrenbury Primary School is continuing to grow and develop. We hope to be able to replace the wooden structure providing additional EYFS and nursery indoor provision in the future and improve the facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To create easier access to all areas of school for all pupils/ adults using mobility scooters	Easier access to main school building via front entrance – wider doors installed in new reception area. Concrete ramp from back playground into courtyard allowing easy access into school building from back yard.	To put up signage ' <i>If you require access assistance, please call 01270 260656</i> ' on MUGA gate and front of school pedestrian gate.  Consider needs of disabled pupils/ parents and visitors to school when planning any future alterations to school.	As required  As funding available	HT / Site manager    Plus L&M committee	Access to all areas of school for all people
Ensure all disabled pupils (and adults) can be safely evacuated.	Personal Emergency Evacuation Plans in place for disabled pupils.	Ensure all staff aware of PEEPs.	As required at staff meetings Termly fire drills to practice	SENDCo Staff	Safe evacuation for all when necessary
Provide safer routes for visually impaired / partially sighted		White painted strips on all steps, along surface level changes, and across doorways where there is a lip potentially causing a tripping hazard. All grids / grid covers painted white	Summer 2022	Site manager	Pathways marked to support safer walking around and into school.

		Remove mats that may cause tripping hazard			
--	--	--	--	--	--

## Communication

This will include planning to make written information that is normally provided by the school to its pupils and parents accessible for those with a disability or EAL. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities or home language as well as pupils' and parents' preferred formats. These should be made available within a reasonable timeframe. In planning to make written information available to disabled /EAL pupils, we 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.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible around school	In class libraries, there are a range of dual language books.	As families are due to arrive in school with different languages signs are displayed to aid access and understanding. Welcome signs in various languages  Key signage in languages spoken in school and use of pictures as needed.  In black and white for partially sighted	As required	SENDco / HT	All families feel welcome and have a clear understanding of school procedures
Information for parents/ carers to be clear for all.		School office/ SLT to help parents access school information and complete forms.	During induction/ Ongoing	SENDCo/HT/Admin	Parents feel that they communication is effective.

		Key information to be translated when / as needed.			
Ensure all staff are aware of accessible formats.	Use of email 'translate'	Guidance provided to staff on dyslexia and accessible information. Children provided with appropriate materials.	Regular updates as necessary.	SENDco/HT	Staff understand how to ensure written information can be equally accessed.