

# Access Plan 2021-24



This plan is drawn up with compliance to current legislation and requirements relating to Disability.

The Act defines disability as... 'when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

At Wyburns we are committed to providing an accessible environment and ethos which values and includes all pupils, staff, parents/carers and visitors. We continue to develop a culture of awareness, tolerance and inclusion.

We believe that all young people have the right to be healthy, happy and safe; to be valued and respected and have high aspirations for their future.

We have a duty as part of this to continually review and ensure that:

- All pupils can participate fully in the curriculum-this covers teaching and learning as well as the wider curriculum such as clubs and visits.
- The physical environment of the school enables all stakeholders to take advantage of education, facilities and services provided. This covers reasonable adjustments to the environment and auxiliary aids and services.
- Information is accessible and available to disabled pupils and families.

Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the SET procedures.

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

**Article 29( goals of education)**

- *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Access				
Target	Strategy/ Actions	Success criteria	Time	Impact/Achievement
Develop as a Young Carer Gold School	Become an accredited Young Carers school to gold standard	Increased awareness and support for Young Carers	Summer 22	
Develop as an attachment aware school	Attachment champion developed within school	Increased access to the curriculum for pupils with attachment impacting behaviour	Summer 22	
SEND policy	Update policy. Governor involvement in the review and ratification.	To reflect current Government guidelines All parties aware of responsibilities.	Reviewed annually	
Ongoing training for staff in effective differentiation for quality first teaching.	Half termly review of Teaching and Learning to support Quality First teaching.	Greater awareness and knowledge of roles and responsibilities	Ongoing development and embedding processes across the year groups.	
Pupil progress Meetings	Ongoing assessment leads to individual target setting. Termly meetings to look at progress and needs of each child	Support/access is closely matched with need.	Termly meetings-ongoing intervention/support groups/activities/monitoring	
Parental & Pupil feedback	Questionnaire/ consultation with Parents/Carers/ Pupils	Consultation provides improvement guidance for further development of the plan.	Annually	
Improvements to aid those with a visual impairment.	Ensure blinds are effective Develop sensory garden Maintenance of external steps/ commutability around the school internally.	Hazards are highlighted and repaired to ensure best provision. All areas monitored and maintained.	Ongoing/ annual audit	
Transition	Transition awareness-meeting with parents/carers professionals prior to starting school as well as other transitional points	Ensure smooth and successful transition support of young person to access curriculum and movement around the environment. Ensure all reasonable adjustments made in time and support in place. Good communication links between parents/carers/ young person and multi agencies.	Ongoing as needs arise.	

After School Clubs and visits	Provision ensures compliance with legislation.	Inclusive environment for all.	On going	
Communication	<p>Open door policy.</p> <p>Information report on website and local offer- parents are aware.</p> <p>Class pages on website.</p> <p>Build pupil profiles-one planning.</p> <p>Parent partnership meetings.</p> <p>Talk and share opportunities.</p> <p>On going</p> <p>Dates of events published in different formats.</p> <p>Text, voice mail, website, fax, written, enlarged can all be made available</p> <p>Parental surveys</p>	Parents have access to appropriate and regular information and involvement in their child's learning and feedback.	Ongoing development and review.	
Physical Access (school single storey-accessible for wheelchair users)	<p>Health and Safety –awareness of access needs and legislation when carrying out inspections.</p> <p>Access audit to be carried out and recommendations to be made.</p> <p>Fire notices clearly displayed. Regular drills at different times of day.</p> <p>Any person with disabilities to have specific evacuation plan.</p> <p>Disabled toilet facilities comply with legislation.</p> <p>Allocated disabled parking spaces.</p> <p>Appropriate Changing area for personal care.</p> <p>Can children with all needs access play areas/field/ outside learning areas?</p>	Access for all stakeholders. School a fully inclusive and welcoming environment.	Ongoing review with H&S team.	

