

Oxhey Wood Primary School Accessibility Plan

3 year period covered by the plan December 2016- December 2019

Rationale: To support the inclusion and learning of all children by overcoming barriers of access and participation within the Oxhey Wood Family.

Our aim is to

To work together as an effective team to be a child centred inclusive school where everyone is valued and there are consistent high expectations of everyone.

It is a requirement that this plan is resourced, implemented and reviewed and revised as necessary.

This plan needs to be read in conjunction with the race, disability and gender equality scheme.

Target	Strategies	Outcome	Time Frame	Goals Achieved	
To ensure that accessibility/inclusion is incorporated into the SDP	The school allows time and resources when planning the SDP	All members of school staff become more aware and understand accessibility and inclusion	Ongoing annually	Accessibility and inclusion issues improved throughout the school	
Further Development of pupil voice	School Council and annual questionnaires to groups of children Vertical grouping for pupil voice	children's views are listened to and taken into account	ongoing-school council groups- Autumn term	children's views acted upon as necessary and outcomes fed back to children	
Further develop parental voice	GB and SLT plan for introduction of forum Post-its at school events for views Termly drop-in sessions are held where parents can raise concerns, ask questions and give suggestions	All parents are consulted over school issues	Introduce Spring 2017	Parents feel valued and views listened to	
Ensure that all areas of school building and grounds are accessible for all children and adults and to	Continue to review accessibility of school buildings and grounds. Governors Buildings Committee	Any modifications needed will be made to the school building and grounds that are	Summer 2017	Our entire school community will have equal access to the school Disabled changing facilities to be	

continue to improve the access of the physical environment for all.	to check accessibility.	needed to facilitate ease of access for all.		completed To review evacuation procedures as meeting point is changing	
To review all school policies to incorporate the needs of all children	Curriculum/learning teams to amend school policies where necessary	To ensure all policies incorporate all children's needs	Rolling cycle	All school policies meet the needs of all children	
To encourage individual children to socialise	Nurture group. Playground leaders, adult support Playground friends Lunchtime club Learning mentor Breakfast and after school clubs	all children feel included and have strategies to make and maintain friendships	ongoing	children happy and confident with peers	
Log-ins with automatic access for children with specific difficulties	ICT technician to set up	Children with SpLD/ PNI child to have access to the computer	ongoing	Computers accessible to all children	
To ensure classroom set up effectively for all children to become independent learners	Resources labelled Use of word mats Maths bags & boxes Working walls Staff aware of noise level i.e computer/projector/heaters and position children with	All children able to access the lesson, whiteboards and displays visible to all children all children able to communicate effectively	To review and discuss annually	All staff aware and using recommended strategies staff able to communicate with all children staff have increased knowledge and	

	HI/ASD away from them Staff aware of appropriate colours to use in the classroom Booklet for teachers Visual timetables in place Work stations as needed Role play areas in FS/KS1	teachers more confident in meeting needs of all children		confidence to meet needs of all children in class	
Ensure the members of our community with EAL feel valued and included	Welcome letter in different languages. Sign post to English language courses Key signs in different languages Picture word mats for children Bilingual books in the library Multi-cultural day EAL buddies Language of the month	Parents and children with EAL will feel welcomed and included	Ongoing		
To become a communication friendly school	To ensure all staff are equipped to support and communicate with all children through Wellcomm and Elklan training	All children develop their language skills and are supported effectively	April 2016 ongoing	Children's communication and language skills develop in line with their peers nationally	
Literacy/numeracy	To identify parents and	All parents have	Every autumn term	All parents feel able to	

support groups available for parents	invite them to attend informal sessions Phonics and maths workshops	understanding of the learning that takes place in school		support and understand their child's learning	
To carry out physical improvements in school to meet the needs of current children: blinds, physical aids to access learning, flashing lights on fire alarms, high and low signs, some adjustable furniture Coloured overlays in use to support identified children, fidgets and wedge cushions also available	To seek advice from sensory support on appropriate blinds, to look at the needs of children to purchase physical aids. Estimates requested for building work.	All children in school able to access all areas of school and the curriculum	Able to loan equipment as needed through occupational therapy work stations are now in place in all classrooms- special cushions/slopes purchased pencils to support	Increase in physical access in school and to the National Curriculum	