

Oxhey Wood Primary School Accessibility Plan

3 year period covered by the plan December 2019- December 2022

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	Junior Leadership Team 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 Meetings with SENCO and class teacher SENCO will continue to collect parent voice SENCO has introduced	All parents are consulted over school issues	Introduced Autumn 2019 to continue	Parents feel valued and views listened to	

	and will continue to hold coffee mornings with SEN Governor				
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Continue to review accessibility of school buildings and grounds. Governors Buildings Committee to check accessibility.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	As needed	Our entire school community will have equal access to the school Disabled changing facilities has been completed reviewed 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 Mini MSA's After school clubs Thrive class for those	all children feel included and have strategies to make and maintain friendships	ongoing	children happy and confident with peers children's emotional needs are met children are more ready to learn	

	children who cannot access whole class teaching				
Log-ins with automatic access for children with specific difficulties	ICT technician to set up Laptops used to support children in class	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 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 Visual supports e.g. task trackers	All children able to access the lesson, whiteboards and displays visible to all children all children able to communicate effectively teachers more confident in meeting needs of all children	To review and discuss annually	All staff aware and using recommended strategies staff able to communicate with all children staff have increased knowledge and 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	Parents and children with EAL will feel welcomed and included	Ongoing	Children new to England settle more quickly into school and make at least good progress	

	languages Picture word mats for children Bilingual books in the library Multi-cultural day EAL buddies Language of the month EAL lead in place			Parents feel informed	
To improve the personal, social and emotional wellbeing of children	Worried plaque in each key stage Staff to be trained on the Thrive Approach Thrive room to be built and equipped. Mental health week Mindfulness activities carried out daily in each classroom	All children to develop their emotional wellbeing and mental health	On-going	All staff aware and are using the Thrive approach recommended strategies. Staff have increased knowledge and confidence to meet needs of all children in class	
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 support groups available for parents	To identify parents and invite them to attend informal sessions Phonics and maths	All parents have understanding of the learning that takes place in	Every autumn term	All parents feel able to support and understand their child's learning	

	workshops	school			
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	