

Wootton Bassett Infants School

Accessibility Action Plan

September 2022
Review September 2023

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Regular meetings are held with parents of children with a disability to discuss evolving needs.	<i>Short term</i> Relevant resources are bought/supplied in all classrooms to help support independent learning.	Orders to be placed.	Class Teacher/SENCo	As required
	Liaison with outside agencies who provide additional support is established.	Teachers follow quality first teaching and annotated planning techniques to make sure needs of individuals are met.	Planning scrutiny/ book scrutiny at planned intervals.	Class Teacher/SLT	Termly
	Ensuring that support plans are actioned.				
	Frequent monitoring and	<i>Medium term</i>			

	evaluation of student progress.	Ensure that Staff are kept up to date on the evolving needs of individuals in the school. <i>Long term</i> Continual monitoring of progress of those children with a disability to make sure they are not disadvantaged against their peers.	Individual pupil meetings with SLT Annual SEN audit to take place	Class Teacher/SENCo SENCo	Termly/As required As required
Improve and maintain access to the physical environment	Reception Block Ramp to hall and disabled toilet Year 1 and 2 Wide doors and spacious classroom. Disabled toilet and changing facilities		Doors created as part of New Build. Actions to be taken as and when necessary for individual child.	HT Govs	Sept 2020
Improve the delivery of information to pupils with a disability	Teachers use different fonts and colours to help differentiate text Where needed symbol support (Makaton) is used to help aid understanding. Children to have access to a range of written information	<i>Short term</i> Increase the understanding of the impact of 'Tier 2' (information carrying language) on a child's ability to access the classroom effectively Teachers to follow these guidelines which would assist children with Dyslexia difficulties, colour blindness	Staff training on language Purchase software if relevant	SENCo/SALT SENCo	Regular monitoring

		visual impairment or visual stress 1.Set the whiteboard to a pastel background- pale yellow seems to work for most people 2.Use dark blue or black font. 3.Use no smaller than 14pt font 4.Use 1.5 or double spacing 5.For colour blind children, avoid using red or green 6.Avoid cluttering the whiteboard page and set text out clearly 7.Ensure that images and clipart support the text and do not distract from it 8.Use a Dyslexia friendly font such as: Arial, Comic Sans, Tahoma or Century Gothic <i>Medium term</i> Possible investment of symbol-based software e.g., communicate in print or Board maker. <i>Long term</i> Systematically improve the use of picture and symbols to	Targeted through book monitoring etc. class observations	SLT	On going
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		support understanding of different tiers of language			
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