

Wootton Bassett Infants' School



Accessibility Action Plan

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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	<p>Regular meetings are held with parents of children with a disability to discuss evolving needs.</p> <p>Liaison with outside agencies who provide additional support is established.</p> <p>Ensuring that support plans are actioned.</p> <p>Frequent monitoring and evaluation of student progress.</p>	<p><i>Short term</i> Relevant resources are bought/supplied in all classrooms to help support independent learning.</p> <p>Teachers follow quality first teaching and annotated planning techniques to make sure needs of individuals are met.</p> <p><i>Medium term</i> Ensure that Staff are kept up to date on the evolving needs of individuals in the school.</p> <p><i>Long term</i> Continual monitoring of progress of those children with a disability to make sure they are not disadvantaged against their peers.</p>	<p>Orders to be placed.</p> <p>Planning scrutiny/ book scrutiny at planned intervals.</p> <p>Individual pupil meetings with SLT</p> <p>Annual SEN audit to take place</p>	<p>Class Teacher/SENCo</p> <p>Class Teacher/SLT</p> <p>Class Teacher/SENCo</p> <p>SENCo</p>	<p>As required</p> <p>Termly</p> <p>Termly/As required</p> <p>As required</p>

<p>Improve and maintain access to the physical environment</p>	<p>Reception Block Ramp to hall and disabled toilet</p> <p>Year 1 and 2 Wide doors and spacious classroom.</p> <p>Disabled toilet and changing facilities</p>		<p>Doors created as part of New Build.</p> <p>Actions to be taken as and when necessary for individual child.</p>	<p>HT Govs</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Teachers use different fonts and colours to help differentiate text</p> <p>Where needed symbol support (Makaton) is used to help aid understanding.</p> <p>Children to have access to a range of written information</p>	<p><i>Short term</i></p> <p>Increase the understanding of the impact of 'Tier 2' (information carrying language) on a child's ability to access the classroom effectively</p> <p>Teachers to follow these guidelines which would assist children with Dyslexia difficulties, colour blindness visual impairment or visual stress</p>	<p>Staff training on language</p> <p>Purchase software if relevant</p>	<p>SENCo/SALT</p> <p>SENCo</p>	<p>Regular monitoring</p>

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