



Upwood Primary
Academy



Policy:	Accessibility Plan
Owner:	Mrs S Pawley
Approving Board:	Academy Committee
Date of review:	December 2023
Date of next review:	December 2024
Publish Status:	Statutory
Version:	1

Upwood Primary Academy Accessibility Plan 2023-2024

Statement of intent: Upwood Primary School recognises and accepts our responsibilities for ensuring that our school is inclusive in all ways. This action plan sets out our thoughts on how to ensure that our school is accessible to everyone, both in terms of building and curriculum.

Targets	Strategies	Outcomes	Timeframe	Goals met	Notes
REVIEW CLASSROOMS Review individual class set-up with regard to optimum organisation for disabled pupils: physical, acoustic and visual	Individual teachers consider class layout and appropriate areas for learning. Teams consider day-to-day organisation and resources/equipment. Written information takes account of pupils' disabilities and needs.	Classroom layout and organisation is tailored to individual needs. Classrooms physically accessible to disabled pupils.	Ongoing	Disabled pupils and those with specific needs are able to access classrooms, or appropriate learning areas, and lessons more easily.	Resources devoted towards improving accessibility – school budget/devolved capital.
REVIEW ACCESS TO CURRICULUM continue to identify and meet need for adapted materials, resources and delivery of learning.	Use of targeted assessment to establish need.	Staff more able to recognise and meet individual pupil needs. (additional staff trained to offer key assessments and interventions)	On-going	Underlying barriers to learning are identified early and adaptations made to support learning. For example, use of coloured paper by pupils with identified dyslexic traits, use of larger print/low colour options. Personalised learning to minimise anxiety, disruption, adapted	Implications for SEN budget around coloured paper use.

				resources, ear defenders	
<p>REVIEW TRAINING</p> <p>Training for staff in differentiation of curriculum for disabled pupils. Advice on teaching strategies, classroom management and curriculum.</p> <p>Training for key staff to support OT programs and physical supports (eg orthotics, braces etc) where appropriate.</p> <p>Advice for staff from trained practitioners to address pupil anxiety, wellbeing and mental health, including EBSA.</p>	<p>Inclusion Manager evaluates focussed provision. In-service and external training to be provided for teaching staff and support staff to extend opportunities, where relevant.</p> <p>ELSA training to be undertaken – role of practitioner to be reviewed.</p>	<p>Staff more able to recognise and meet individual pupil needs.</p> <p>Staff supported by trained colleagues.</p>	Ongoing	<p>Increased access to the National Curriculum.</p> <p>Improved attendance and engagement. Improved social engagement.</p>	<p>Training from Specialist Teaching Team and Outreach</p> <p>Support from Trust Mental Health Champions, school leads and outreach.</p>
<p>REVIEW SCHOOL ACCESS</p> <p>School plans to increase access. Priorities to be identified for specific entrances and areas deemed as difficult.</p>	<p>Modifications to curriculum or building for children joining the school with medical/SEND needs. Targeted use of formula capital.</p>	<p>School entrances physically accessible to disabled pupils.</p> <p>Increased number of toilets adapted to meet need.</p>	Ongoing	<p>Increased accessibility of school maintained and extended.</p>	<p>Projects prioritised: Wheelchair/ramp access Hygiene room – completed for Sept 2023</p> <p>Lower KS2 toilet adaptation to meet need.</p>