

Accessibility Plan 2024 – 2026

How will Welholme Academy ensure the school's curriculum, physical environment and information is more accessible for people with disabilities?

Targets	Strategies used to meet the targets	Potential barriers	Timescales	Who is responsible	Success criteria	Monitoring and evaluation	When reviewed and by whom
To increase the extent to which pupils with disabilities can participate in the curriculum <i>1. Children will articulate words correctly and use appropriately in speech and writing.</i> <i>Children across school will demonstrate increased quality vocabulary knowledge and use.</i>	School to provide speech and language support to enhance language deficit and speech difficulties. Access training and support from specialist SALT providers Purchase resources to facilitate SALT development. Narrative Therapy – Black Sheep	Capacity of SALT specialists to provide this. Cost implications to source the provision.	Annual updates to assess the impact and next steps July 2026	SENCo N. Barker Class teachers to plan the support to be delivered by TAs. Head teacher and SLT overview	Increase in articulation of sounds/words and amount of words in spoken sentences Impact on the quantity and quality of vocabulary used in speech and writing Positive impact on reading comprehension.	Pupil Progress meetings SEND reviews Class observations and school enquiry walks Voice of the Child Parental feedback Teacher feedback	Update review July 2026 N Barker
<i>2. Children will demonstrate improved</i>	Children to access practical resources Clicker, Lexia, Beat Dyslexia etc to	Cost implications	Training arranged for	SENCO N. Barker	Children will make ARE or greater by	Pupil Progress meetings	Update review July 2026 N Barker

<i>reading and writing skills and will meet ARE or GDS</i>	support reading and writing skill development. Training provided for Clicker All laptops and ipads to have Clicker resource installed Updated training for Lexia and it's potential to support the development of reading skills. Consultation with external agencies about advice/support/training for specific reading difficulties eg Dyslexia Coloured overlays to be used if/where needed. External agencies to carry out any assessments around specific reading difficulties and how to support these. ICT support to check all devices have access to Clicker programme Investigate reading development for those children who find the phonetic approach difficult.	of any training and resources needed	September 2026 for Clicker Annual updates to assess the impact and next steps July 2026	Class teachers to plan the support to be delivered by TAs. Head teacher and SLT overview	the end of FS, KS1 and KS2	SEND reviews Class observations and school enquiry walks Voice of the Child Parental feedback Teacher feedback	
To Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities	The physical environment is adapted to the needs of the children. New additions to the school environment Muga, Forest School area, outdoor reading shed, outdoor Well-being classroom etc monitored for accessibility by all pupils.	Poor weather conditions to possibly restrict access. Wheelchair access reviewed	Annual updates to assess the impact and next steps July 2026	Business Manager Sam Jackson Site Custodian Adrian Cooper-Adams	The areas are easily accessible to all children	Ongoing as used	Sam Jackson Adrian Cooper Adams Natalie Barker Ted Chamberlain July 2026

and services provided <i>To maintain and improve the quality of the physical environment of school</i>	Adults continue to improve access to the school's physical environment.	when needed. Risk assessments carried out where needed.		SENCo N.Barker Head teacher and SLT overview			
Improve the availability of accessible information for disabled pupils To continue to improve the delivery of information to pupils with a disability	Carry out review of internal support structures eg screen accessibility, signage, access arrangements for tests, access to print (screen or paper copies), sharing of info on Dojo, communication with home (Dojo), Makaton, PECs, communication systems	Need to ensure any adaptations do not have an adverse impact on accessibility for other children	December 2026 Annual updates to assess the impact and next steps July 2026	SENCo N.Barker Class teachers to plan the support to be delivered by TAs. Head teacher and SLT overview	Communication and access to information is effective for all children and parents/carers.	Voice of the Child Parental feedback Teacher feedback In class monitoring and observations	Update review July 2026 N Barker