



Accessibility Plan 2021 – 2024

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
<p>To increase the extent to which pupils with disabilities can participate in the curriculum</p> <p><i>1.Children will articulate words correctly and use appropriately in speech and writing.</i></p> <p><i>Children across school will demonstrate increased quality vocabulary knowledge and use.</i></p>	<p>School to provide speech and language support to enhance language deficit and speech difficulties.</p> <p>Access training and support from specialist SALT providers</p> <p>Purchase resources to facilitate SALT development.</p> <p>Narrative Therapy – Black Sheep</p>	<p>Capacity of SALT specialists to provide this.</p> <p>Cost implications to source the provision.</p>	<p>Annual updates to assess the impact and next steps</p> <p>July 2024</p>	<p>SENCOs K Glasby and N. Barker</p> <p>Class teachers to plan the support to be delivered by TAs.</p> <p>Head teacher and SLT overview</p>	<p>Increase in articulation of sounds/words and amount of words in spoken sentences</p> <p>Impact on the quantity and quality of vocabulary used in speech and writing</p> <p>Positive impact on reading comprehension.</p>	<p>Pupil Progress meetings</p> <p>SEND reviews</p> <p>Class observations and school enquiry walks</p> <p>Voice of the Child</p> <p>Parental feedback</p> <p>Teacher feedback</p>	<p>Update review July 2024 K Glasby and Natalie Barker</p>

<p><i>2. Children will demonstrate improved reading and writing skills and will meet ARE or GDS</i></p>	<p>Children to access practical resources Clicker, Lexia, Beat Dyslexia etc to support reading and writing skill development.</p> <p>Training provided for Clicker</p> <p>All laptops and ipads to have Clicker resource installed</p> <p>Updated training for Lexia and it's potential to support the development of reading skills.</p> <p>Consultation with external agencies about advice/support/training for specific reading difficulties eg Dyslexia</p> <p>Coloured overlays to be used if/where needed.</p> <p>External agencies to carry out any assessments around specific reading difficulties and how to support these.</p> <p>ICT support to check all devices have access to Clicker programme September 2021</p> <p>Investigate reading development for those children who find the phonetic approach difficult.</p>	<p>Cost implications of any training and resources needed</p>	<p>Training arranged for September for Clicker</p> <p>Annual updates to assess the impact and next steps</p> <p>July 2024</p>	<p>SENCOs K Glasby and N.Clark N.Barker</p> <p>Class teachers to plan the support to be delivered by TAs.</p> <p>Head teacher and SLT overview</p>	<p>Children will make ARE or greater by the end of FS, KS1 and KS2</p>	<p>Pupil Progress meetings</p> <p>SEND reviews</p> <p>Class observations and school enquiry walks</p> <p>Voice of the Child</p> <p>Parental feedback</p> <p>Teacher feedback</p>	<p>Update review July 2024 K Glasby and N Barker</p>
<p>To Improve its physical environment to enable disabled pupils to take better advantage of</p>	<p>The physical environment is adapted to the needs of the children.</p> <p>New additions to the school environment Muga, Forest School area, outdoor reading shed, outdoor Well-being</p>	<p>Poor weather conditions to possibly restrict access.</p>	<p>Annual updates to assess the impact and next steps</p>	<p>Business Manager Sam Jackson</p> <p>Site Custodian Adrian</p>	<p>The areas are easily accessible to all children</p>	<p>Ongoing as used</p>	<p>Sam Jackson Adrian Cooper Adams Kim Glasby Natalie Barker Head</p>

<p>the education, benefits, facilities and services provided</p> <p><i>To maintain and improve the quality of the physical environment of school</i></p>	<p>classroom etc monitored for accessibility by all pupils.</p> <p>Adults continue to improve access to the school's physical environment.</p>	<p>Wheelchair access reviewed when needed.</p> <p>Risk assessments carried out where needed.</p>	<p>July 2022</p>	<p>Cooper-Adams</p> <p>SENCOs K Glasby and N. Barker</p> <p>Head teacher and SLT overview</p>			<p>July 2024</p>
<p>Improve the availability of accessible information for disabled pupils</p> <p>To continue to improve the delivery of information to pupils with a disability</p>	<p>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</p>	<p>Need to ensure any adaptations do not have an adverse impact on accessibility for other children</p>	<p>December 2021</p> <p>Annual updates to assess the impact and next steps</p> <p>July 2024</p>	<p>SENCOs K Glasby and N. Barker</p> <p>Class teachers to plan the support to be delivered by TAs.</p> <p>Head teacher and SLT overview</p>	<p>Communication and access to information is effective for all children and parents/carers.</p>	<p>Voice of the Child</p> <p>Parental feedback</p> <p>Teacher feedback</p> <p>In class monitoring and observations</p>	<p>Update review July 2024 K Glasby and N Barker</p>