



Westminster Primary School
Accessibility Plan 2024-2027

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan Actions Access to the curriculum			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
To improve progress and participation for children with all special educational needs or additional needs.	C E I	Identify the professional development need of all SEND staff annually Monitor pupil achievement, identifying any trends or patterns in data which require additional action.	SENCo	CPD Training	Ongoing CPD Termly pupil progress meetings Half termly data tracking
To improve progress and participation for children with sensory and physical needs.	C E I	To highlight internal and external steps with yellow/ white strips. Continue the rolling programme of LED screens in to the infants building. Annual update and ensure training takes place for staff of meeting the needs of children with complex and medical needs.	Site Manager SENCo Business Manager	Paint Strips Screens	Ongoing

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To improve progress and participation for children with sensory and physical needs.	C E I	<p>To highlight internal and external steps with yellow/ white strips.</p> <p>Continue the rolling programme of LED screens in to the infants building.</p> <p>Annual update and ensure training takes place for staff of meeting the needs of children with complex and medical needs.</p>	SENCo Early years lead/teacher 1:1 TAs Business Manager	Sensory room/area Sensory equipment Planning taken from the Equals curriculum Sensory circuits to support physical development for children with complex needs. Equipment to engage children with complex needs.	January 2024—

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Develop the use of multicultural resources in new Topic planning (MTPs).	C E I	Curriculum includes a diverse range of cultures. Children show respect for other cultures. Resources used show cultural diversity. Visitors are regularly invited into school to support the curriculum.	Curriculum leader Teaching staff	Topic planning mapped to the national Curriculum	January 2024 -ongoing Review Summer 2025
Collective worship and class special times have a clear focus which celebrate cultural diversity and promotes equality.	C E I	All staff are ware of the termly theme for Collective worship. All classes have a special time which allows for reflection on the termly theme. Assemblies and special times recognise cultural diversity and celebrations from around the world.	AHT– Pastoral Curriculum Leader	Use the religious calendar to identify world celebrations	Ongoing

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Transition for pupils with SEND.	C E	<p>Pupils begin transitions during the summer term.</p> <p>Meet the teacher session for all pupils</p> <p>Transition to secondary school in place</p> <p>SENDCo liaises with the school to support additional transition times/equipment for children with disabilities.</p>	SENCo Classteacher	<p>Transition booklets with photographs of the teacher and classroom layout.</p> <p>Transition booklets/extra transition support and social stories support children with SEND</p>	Ongoing
Relevant policies consider the implications of disability access.	I	<p>Relevant policies include provision for disability access.</p> <p>Behaviour</p> <p>Anti-Bullying</p> <p>Wellbeing</p> <p>Ed visits</p> <p>Safeguarding</p> <p>Admissions</p>	SENCo Curriculum leaders Trustees	Policies	Ongoing

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan			
		Actions			
		Information sharing with stakeholders			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
Information sharing and identification of children with disabilities.	C E I	Staff INSET at the beginning of each academic year. Regular information sharing during team meetings and staff INSET-ongoing.	SENCo Teaching staff	Information given to all staff– a class list of all children in their class with disabilities or learning needs. Levels of support document to be shared/given to class teachers	Ongoing
All staff to be are aware of children with disabilities across school.	E I	Information sharing with lunchtime supervisors and office staff	SENCo Pastoral Lead	Teacher training day information and lists given to lunchtime supervisors, kitchen staff and office staff.	Ongoing throughout the year
Improve the availability of accessible information for disabled pupils	E I	SEND information report on the school website and available for parents upon request. Newsletters and correspondence reviewed for parents and carers.	SENCo	SEND information report Website allows for translation of Newsletters and correspondence from school.	Ongoing

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<p>To improve progress and participation for children with particular needs i.e. To be aware of any future children of short stature implication for changes to the building.</p> <p>To improve progress and participation for children with</p>	E I	<p>Environmental site audit. Accessibility plan made for changes, including costings. Training from PDSS and SENCo</p> <p>Adapted provision reasonable adjustments made of the environment.</p>	SENCo Head teacher/ Site manager		January 2024 (As required)
			School Business Manager		Ongoing
Review suitability of	E	Environment audit to be	SENCo	All equipment that needs to be	Regular on g

Changing facilities for children with personal care difficulties	I	conducted by SENCo and the site manager.	Office staff	used for keeping the personal care room to a high standard of cleanliness needs to be ordered.	monitoring a of stock
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			Actions		
			Premises		
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
To improve progress and Review disabled toilet participation for children facilities with particular needs i.e. children of short stature	C E I	Work with site staff to ensure to check that the accessible toilet facilities are fit for purpose and in good working order	SENCo Site Manager Assistant BSS		Ongoing
To improve progress and participation for children with		Training from PDSS and SENCoSelf cleaning toilet has been installed for a pupil with Achondroplasia.	Support from PDSS		

Ensure disabled parking facilities are available; ensure marking are visible	C E I	Ensure that disabled parking space reserved for necessary users.	SENCo Site Manager School Business Manager		Ongoing
Ensure that ramps are clear of obstruction.	E	Ensure that ramps are clear for pupils with a disability to enter and exit the school building.	SENCo Site Manager School Business Manager		Ongoing

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan Actions Training			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
<p>To improve progress and All dinner staff to have participation for children training for engaging with particular needs i.e. children in play. children of short stature</p> <p>To improve progress and participation for children with</p>	E I	<p>Dinner staff and Play leaders are confident in identifying and dealing with ‘behaviour issues’. Regular monitoring demonstrates positive Training from PDSS and SENCo playtimes. There is a consistent approach at lunchtimes in line with school policy and procedure.</p>	<p>Pastoral Lead (AHT) Lunchtime Supervisors</p>	<p>Training materials and training provided by Aspire Sport New Director of Sport recruited.</p>	Ongoing
To improve progress and participation for children with particular needs I, as	C E	Training from PDSS/Ed Psychologist and SENCo	SENCo	Training materials. Director of Sport aware of supporting children with SEND	Ongoing
identified on the SEND register.	I	<p>Regular learning walks to ensure accessibility and provision is appropriate.</p> <p>Safer handling training for all staff.</p>		SEND festival attended by SENCo and director of Sport	

		Director of Sport to facilitate clubs to support pupils with SEND			
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To improve progress and SEND list available for participation for children new staff and displayed with particular needs i.e. on the classroom notice-children of short stature board.	C E	Display SEND list on notice board in classrooms.	All teachers	SEND list	Ongoing
To improve progress and Ongoing CPD for staff participation for children regarding updates for with SEND		<p>Training from PDSS and Identification and SENCo assessment of pupils with SEND</p> <p>Planning for children with complex needs and the curriculum (3 CPD sessions)</p> <p>Makaton training for all</p>	All staff	Training materials	Ongoing

		staff			
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Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility PlanAccessibility Plan ActionsActions Extra curricular			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
To improve progress and Ensure all school trips and participation for children extra-curricular activities with particular needs i.e. are accessible to children children of short stature with disabilities. To improve progress and participation for children with	C E I	Risk assessments completed. Relevant communication between EVC, year group co-coordinators, venue, and all staff.Training from PDSS and SENCoUse of mini -bus/use of other approved transport, to enable all children to participate. All children within school to have access to outdoor learning.	EVC Leader Year group co-ordinators All staff	Risk assessment CPD training on trips and Educational Visits	January 2024 ongoing.
			Director of Sport aware of additional clubs for SEND All clubs have representation of children with SEND.		

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan Actions Attitudes			
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Monitoring of racial, bullying and homophobic incidents.	E I	There is a clear procedure in place for any incidents that arise. That incidents are recorded and dealt with according to school policy.	Headteacher/ DHT/ AHT	Bullying and incident logs	Ongoing
Raising whole school disability awareness.	C E	Reviewing the PSHE curriculum Review assembly themes involving disability awareness.	SENCo	PSHE curriculum Websites to access organisations	Ongoing