



WELLESLEY PRIMARY SCHOOL

Accessibility Plan

Issue No: 6
Date: January 2022

Approved by Governors: 23rd March 2022

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Change Record Sheet

Issue No	Date	Summary of Change	Amended by:
3	April 2013	Policy Reviewed	
4	March 2016	Policy Reviewed	Heather Small
5	March 2019	Policy Reviewed	Heather Small
6	January 2022	Policy Reviewed	Heather Small

Summary

This policy will be reviewed every 3 years.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

Policy Written: 2008

Accessibility Plan 2022-2024

Short Term

Targets	Strategies /Tasks	Outcome	Time-frame	Goals Achieved	Evaluation
1. As and when needed make written materials available in alternative formats for: a) disabled pupils; b) disabled parents/carers; c) disabled governors	The school uses staff or governor expertise along with bought in expertise, to create and convert texts in alternative formats.	If needed or requested the school will provide written information in alternative formats for: a) disabled pupils; b) disabled parents/carers; c) disabled governors	Ongoing	Effective delivery of information for disabled people in the school community is provided.	
2. Audit school policies on a regular basis to ensure that there are no discriminatory policies, phrases, procedures or practices.	<i>The governors to constantly review policies to ensure there are no discriminatory procedures</i>	A number of school policies each year are audited and made free of disability discrimination in terms of phrases, procedures and practices.	Ongoing	Written information and school policies are free of disability discrimination in terms of policies, phrases, procedures and practices.	
3. Adaptations made to environment and resources, according to specific needs.	School consults with LA support services to ensure appropriate provision is being made.	All children have access to full broad and balanced curriculum. All children's needs are being met.	As needed	Children with needs happy at school and making good progress.	

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Medium Term

Targets	Strategies/tasks	Outcome	Time-frame	Goals Achieved	Evaluation
1. Training for teachers on matching the curriculum.	The school uses the expertise of school staff or seeks the LA Advisory Service to arrange ongoing training on matching the curriculum.	Teachers are more able to meet the needs of disabled pupils to access the curriculum.	As needed	Increase in access to the Foundation / National Curriculum.	

Long Term

Targets	Strategies	Outcome	Time-frame	Goals Achieved	Evaluation
10. Plan to train staff in disability equality issues.	After an audit the school seeks training expertise to buy in for staff on a rolling programme.	One teacher each year is more able to meet the needs of disabled pupils and parents/carers in terms of disability equality issues.		Change in ethos and culture in terms of disability equality.	

