

# Woodcroft Academy

## Accessibility Plan 2022 – 2025



<b>Approved By:</b>	Mrs H Hewitt
<b>Last Reviewed on:</b>	February 2022
<b>Next Review due by:</b>	February 2025

Objective:	Strategy:	Success Criteria:	Person(s) Responsible:	Monitoring and Time Scale:	Evaluation:
<b>1. Improving the curriculum access at Woodcroft Academy</b>					
<b>Pupil Attainment and Progress</b>	<p>All children to be able to access appropriate learning through use of iPads.</p> <p>Planning to be adapted to meet needs and expected outcomes specific to the child.</p> <p>Incorporate Quality First Teaching into all teaching and learning throughout the whole curriculum.</p> <p>Ensure all children are appropriately challenged.</p> <p>Termly analysis made by class teachers, TAs, Phase leaders, SLT and governors of DCPro, PIVATS and standardised assessment data to track and analyse the standards and performance of SEND, PP and Vulnerable group pupils.</p> <p>Personalised pupil passports for SEN Support and EHCP pupils, which involve pupils and parents in collaborative working to set SMART targets to ensure expected progress is achieved. Class Teachers and TAs regularly annotate and review progress against objectives,</p>	<p>All staff will have received CPD for the Apple iPads.</p> <p>Planning and curriculum content/delivery reflects this and meets individual needs.</p> <p>SEND, PP and vulnerable group pupils will access all areas of the curriculum and make expected or better than expected progress. Any attainment gaps are closed.</p> <p>Regular analysis of data ensures that pupils who may not make expected progress are identified and actions taken to accelerate progress.</p>	<p>All teaching staff, TAs, phase leaders, Principal, SENDCO and</p> <p>Governors, parents and pupils.</p>	<p>Monitoring of in school DCPro and standardised data termly. PIVATS – half-termly.</p> <p>Book monitoring, learning walks, planning scrutiny – termly.</p>	

	monitoring the impact of interventions.				
<b>To ensure the needs of all learners are met</b>	<p>Planning, learning and teaching ensures that all pupils are appropriately challenged to meet the needs of all learners.</p> <p>Resources are prepared and provided to support pupil's access to the curriculum. This could include visual timetables, now and next cards and other scaffolding materials.</p> <p>Use of technologies to support the needs of all pupils, e.g. audio hearing equipment, iPads and headphones.</p> <p>Work in partnership with Educational Phycologist, school nurse and relevant outside agencies to ensure that pupils needs are met and to maximise access to a broad and balanced curriculum.</p> <p>Annual program of CPD for class teachers linked to school development priorities in place.</p>	<p>All learners make at least expected progress. Barriers to learning are removed enabling pupils to access all aspects of the curriculum.</p> <p>All learners meet their targets and know the next steps for learning.</p> <p>High quality care plans and Pupil Passports ensure all pupils access all areas of the curriculum.</p>	All Staff	<p>Book monitoring, learning walks – termly.</p> <p>Analysis of assessment information / data – termly.</p>	
<b>To improve the emotional health and</b>	Principal (DSL), DDSL x2, SENDCO provide targeted interventions and support pupils and families.	Pupil's questionnaires will demonstrate the	Principal, SLT, DSL, DDSL / behaviour lead,		

<p><b>well-being of all pupils.</b></p>	<p>Continue to provide Forest Schools and Active Literacy and Maths lessons to ensure all pupils have access to cross-curricular outdoor learning.</p> <p>Continue to implement Boxall Profile analysis, school planner communication, SMART target setting, pupil passports and the use of rewards and incentives to raise self-esteem and improve behaviours for learning.</p>	<p>positive impact on learners.</p> <p>Outcomes for families are improved through parental engagement.</p>	<p>SENDCO, class teachers, TAs, parents and pupils.</p>		
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<b>2. Improving the access to the physical environment at Woodcroft Academy</b>					
<p><b>To ensure that access to school buildings, site and classrooms can meet needs of all pupils and stakeholders.</b></p>	<p>Clear and accessible signage around school to signpost different areas of the school buildings and room functions.</p> <p>Alternative arrangements for access to school grounds may be made to accommodate individuals with disabilities, (disabled car parking)</p> <p>Pictorial / written signage is displayed throughout school to assist pupils' independent access to all resources.</p> <p>Clear signage and identification of room functions throughout school.</p>	<p>The school is aware of the access needs of all members of the school community.</p> <p>All members of the school community feel confident and are able to access all areas of learning within the school environment.</p>	<p>All teaching staff, TAs, phase leaders, Principal, SENDCO, site supervisor and SLT.</p>	<p>Fire drills, lock down drills, evaluated to identify any issues to be addressed – termly.</p> <p>Site manager daily premises checks.</p> <p>Learning environment checklists and learning walks.</p> <p>Health and safety checklists and audits.</p>	

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<b>3. Improvements in the provision of information</b>					
<b>To ensure that all parents / guardians are able to access all communication between home and school.</b>	<p>Newsletters and school documents available in alternative formats, (larger print, electronically and hard copy).</p> <p>All staff to support parents / guardians with identified literacy difficulties to ensure that they understand the information provided.</p>	Clear lines of communication exists between all members of the school community. All members of the school community feel included.	Class teachers, TAs, SLT, SENDCO, Office Staff.	Parental feedback survey – ongoing.	

