



West Meadows Primary School Action Plan 2022-Sept 2024

Aim	Current good practice	Objectives State short, medium, long term	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Pupils, regardless of disability, have access to the full National Curriculum, differentiated to take account of access and learning needs.</p> <p>Advice and support, where appropriate, are sought from the appropriate external agencies.</p> <p>SEN staff CPD based on need of school and individuals.</p> <p>Specialist equipment has been ordered to support children with additional needs, VI, HI, Sensory and Physical, Cognition and</p>	<p>To continue to train staff to enable them to meet the needs of children with a range of SEN. (Short)</p> <p>To provide specialist equipment to promote participation in learning by all pupils including to promote independence in learning (Short)</p>	<p>Ongoing assessment of needs. SENDCO to identify relevant training for whole staff and individuals</p> <p>Ongoing assessment of the needs of children to identify personal equipment needed.</p>	<p>SENDCO</p> <p>SENDCO and Leadership team</p>	<p>Annually</p> <p>Termly review</p>	<p>Staff are highly trained to meet the needs of all pupils</p> <p>Pupils are able to access learning independently where appropriate</p>

	<p>learning, Communication and Interaction and SEMH.</p> <p>Reasonable adjustments and risk assessments in place to ensure all pupils can access extra-curricular activities, e.g. trips and residential visits</p> <p>Support in place for formal assessments for children with additional needs.</p> <p>Ensure that parents who are unable to attend school, because of a disability, can access parents' evenings through Teams or phone call.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes: The approach and car parking is convenient, routes are wide enough and visual signage is clear. The building is within convenient distance of a highway, public transport and convenient car parking.</p>	None	None			<p>The building is accessible to all and is easy to manoeuvre around.</p>

	<p>There are two designated disabled parking bays which are clearly marked.</p> <p>Routes and external level change are ramped and are suitably graded, surfaced and fit for use. Entrance gates to school allow for clear access by both double buggies, wheelchair users and mobility scooters to Reception.</p> <p>Entrances including reception have doors that are clearly distinguishable, permit passage for both double buggies and wheelchair users. Door furniture can be used at both standing and seated height and can be easily grasped. Floor surfaces are slip resistant and firm for wheelchair manoeuvre. Reception is suitable for approach from both standing and seated positions. LED lighting installation takes into</p>	None	None			
	None	None	None			

	<p>account the needs of visually disabled people.</p> <p>Horizontal movement and assembly – Corridors are wide enough for a wheelchair user to manoeuvre. They are free from obstruction and this is visually checked daily. Turning space is available for wheelchair users and floor surfaces are suitable for manoeuvre. Directional fire escape signage is in place and can be seen at sitting and standing level.</p> <p>Doors – are readily distinguished and serve both a functional and safety purpose. Clear opening width permits wheelchair access and handles are at a sufficient height for standing and sitting and easily operated. Door mechanisms are checked regularly.</p> <p>Lavatories – WC provision is made for people with disabilities. There are 2</p>	None	None			
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	<p>suitable W.Cs that offer both left and right sided approaches. Both have slip resistant floorings which are easily distinguished from their background. Hand washing and drying facilities are reachable from a sitting and standing position. Ambulant disabled people can manoeuvre and raise themselves in standard cubicles. Wheelchair approach is free of steps/narrow doors and obstructions. Fittings and light switches are easily reached and operated, hand washing facilities are within reach of someone seated on the W.C. Grab rails are fitted in appropriate positions to facilitate use of the W.C. and the manoeuvring area is free of obstruction.</p> <p>There is an emergency call system in place and someone designated to respond.</p>					
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	<p>Fixtures and fittings – Lunchtime counters are accessible to all users. It is possible for people with disabilities to serve as volunteers.</p> <p>Display and bookshelves are visible and accessible for people with disabilities.</p> <p>Eating and meeting spaces allow for use by wheelchair users and other people with disabilities.</p> <p>Means of escape – All final exit routes are accessible to all including wheelchair users, as are the entry routes. Personal emergency evacuation plans (PEEPs) are in place for those that require assistance. All visitors are asked on electronic signage system whether assistance is required in an evacuation.</p> <p>A management evacuation strategy is in place and staff are trained in evacuation</p>	None	None			
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	procedures. Fire warning devices and detectors are routinely and regularly checked.					
Improve the delivery of information to pupils with a disability	<p>Lighting throughout school is adequate for the needs of all.</p> <p>Large-print versions of information can be made available if needed.</p> <p>In school equipment used to support the needs of individual pupils.</p>	<p>There is no braille information available for people with visual disabilities.</p> <p>The building is not equipped to provide hearing assistance.</p>	<p>This can be purchased through an outside agency as and when required.</p> <p>An induction loop could be fitted as and when required.</p>	Headteacher	As required	