



## William Penn Accessibility Plan 2024 - 2027

### Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information

| Action                                                                                                                                                                                                                                                                             | Success Criteria                                                      | Lead Person | Timescale | Review                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Audit school policies in line with schedule of review, with specific reference to accessibility.                                                                                                                                                                                   | Audit undertaken<br>Policies reflect positive promotion of disability | CB/KP       | Ongoing   |                                                                                                                                                                                                                                |
| Increase access to the curriculum by: <ul style="list-style-type: none"> <li>planning – include explicit reference to access arrangements (IEP focus areas included in planning)</li> <li>increase staff/pupil knowledge</li> <li>visits to school from disabled people</li> </ul> | The curriculum is increasingly accessible                             | CB/KP       | Ongoing   | - planning includes reference to IEP targets and is differentiated to meet the needs of all learners<br>- staff receive training to develop knowledge and understanding of SEND, for example, dyslexia and attachment training |
| Increase access to physical environment by: <ul style="list-style-type: none"> <li>ramps</li> <li>toilets</li> <li>doorways</li> <li>paint to be chosen with regard to visual impairment</li> <li>new building/development to be compliant</li> </ul>                              | The physical environment is increasingly accessible                   | CB/KP       | Ongoing   |                                                                                                                                                                                                                                |
| Increase access to written materials by: <ul style="list-style-type: none"> <li>Audit and purchase software (eg Widgit to be fully accessible)</li> <li>Ensure adequate provision of resources such as writing slopes, reading strips, pencil grips</li> </ul>                     | Audit undertaken<br>Policies reflect positive promotion of disability | CB/KP       | Ongoing   | - Widgit embedded in the KS2 curriculum and used as appropriate                                                                                                                                                                |

| Action                                                                                                                                                                                                                                       | Success Criteria                                                                                                     | Lead Person | Timescale | Review |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------|-----------|--------|
| and laptops/tablets, resistance bands, wobble cushion, chewellery<br>▪ Continue to review and update                                                                                                                                         |                                                                                                                      |             |           |        |
| Agree and formalize the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors.<br>SEN report termly<br>Analysis of progress of individuals/groups of pupils | Governors will have current knowledge of impact of adjustments which can be used for forward planning and budgeting. | CB/KP       | Ongoing   |        |