



WESTGATE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2021- 2024

1 Improving Physical Access at Westgate Primary School

Target	Action(s)	Outcome	Timescale and cost	Success Criteria	RAG
To make the area surrounding school more accessible	<ul style="list-style-type: none"> • Work with LCC to secure permanent 'School Street' status for Scarborough Road & Springfield Place • Provide information to support the application eg evidence about changes in travel behaviour 	<ul style="list-style-type: none"> • A reduction in traffic immediately outside school makes it more accessible, eg for wheelchair users 	2021 onwards	<ul style="list-style-type: none"> • Pavements in Scarborough Road and Springfield Place are clearer for wheelchair users and people with reduced mobility • All entrances in school fully & appropriately utilised 	2021
					2022
					2023
					2024
To ensure that parent/ carer consultation evenings are fully accessible in a range of ways	<ul style="list-style-type: none"> • To consult parents/ carers on their access preferences/ needs for consultation evenings • offer video appointments for parent/ carer consultation evenings as needed 	<ul style="list-style-type: none"> • Parents can choose face to face or video appointments for consultation evening as best suits their accessibility needs 	2021 onwards £298 pa (SchoolCloud)	<ul style="list-style-type: none"> • All parents/ carers are able to access consultation evening in a way that is appropriate for them 	2021
					2022
					2023
					2024

2 Improving Curriculum Access at Westgate Primary School

Target	Action	Outcome	Timescale and cost	Success Criteria	RAG
To increase staff expertise in supporting pupils with specific learning difficulties in accessing the curriculum as part of a dyslexia-friendly school	<ul style="list-style-type: none"> • Access training for teachers and TAs available centrally on supporting pupils with specific learning difficulties • Establish a graduated approach to intervention for pupils with specific learning difficulties 	<ul style="list-style-type: none"> • Consistent provision for pupils with specific learning difficulties. • Staff are confident delivering a range of interventions relevant to pupils' individual needs 	Staff meeting time Local authority training costings	<ul style="list-style-type: none"> • Pupils with specific learning difficulties make increased progress. • Pupils with specific learning difficulties show increased emotional wellbeing and confidence 	2021
					2022
					2023
					2024

Target	Action	Outcome	Timescale and cost	Success Criteria	RAG
To ensure access to extra-curricular activities for pupils, regardless of background, gender or additional needs	<ul style="list-style-type: none"> Analyse take-up of extra-curricular activities and identify target groups/ individuals to increase access Access funding from Extended Services cluster to facilitate access Improve communication with target families to encourage better take-up of extra-curricular and holiday activities eg use of online forms 	<ul style="list-style-type: none"> Pupils from disadvantaged backgrounds, and/ or with SEN access a wide range of extra-curricular opportunities, regardless of gender or ethnicity. 	Ongoing Staff time Funding for holiday activities from the cluster	<ul style="list-style-type: none"> All pupils are able to pursue their interests and talents, enabling them to develop fully as learners and as citizens. Families are easily able to respond to school information to request relevant extra-curricular activities for their child Families better understand the benefits of extra-curricular activities 	2021
					2022
					2023
					2024
To increase staff expertise in enabling pupils with communication difficulties to access the curriculum	<ul style="list-style-type: none"> Access Makaton training for EYFS staff EYFS staff teach basic Makaton to all pupils Use of PECS symbols for target pupils EYFS staff are trained to carry out SaLT screening Specific programmes for target pupils 	<ul style="list-style-type: none"> Staff and pupils in EYFS are able to use Makaton and/ or PECS to communicate with pupils who need support with verbal communication Targeted support for pupils with speech or language delay is in place 	2021- 2023 £500+	<ul style="list-style-type: none"> All pupils in EYFS develop appropriate communication skills so that they can communicate needs, wants, thoughts and feelings. 	2021
					2022
					2023
					2024
To ensure access to a broad and relevant curriculum for pupils with ASC as an Autistic-Spectrum-Condition friendly school	<ul style="list-style-type: none"> Access EYFS specific training for EYFS staff working with pupils with Autistic Spectrum Condition 	<ul style="list-style-type: none"> Pupils with autism and related difficulties in the EYFS have access to skilled support which enables them to progress through access to the universal curriculum and a personalised curriculum. 	2021-22 Costings TBC for L2 Autism local authority training for EYFS staff	<ul style="list-style-type: none"> Pupils with autism are included effectively in learning while accessing personalised pathways which enable them to maximise their progress academically and with social interaction and understanding. 	2021
					2022
					2023
					2024

Target	Action	Outcome	Timescale and cost	Success Criteria	RAG
To increase use of assistive technology to increase access to a broad & balanced curriculum for pupils with SEND	<ul style="list-style-type: none"> Identify key apps/ programs to improve curriculum access, including Popplet and software with speech to text facility Identify a lead TA to model and develop practice in this area Provide training for all staff on the use of assistive technologies Identify assistive technologies that match to particular pupils' needs in learning passports etc 	<ul style="list-style-type: none"> Pupils who have difficulty recording their learning in writing are able to record in other ways using assistive technology Teachers and support staff are confident in selecting and using appropriate assistive technologies for individual pupils 	2021-2023 Purchase of any software that is not available for free	<ul style="list-style-type: none"> Pupils with recording difficulties are able to demonstrate their learning across a broad and balanced curriculum All staff feel confident in selecting the relevant assistive technology to support individual pupils' needs 	2021
					2022
					2023
					2024

3 Improving Delivery of Written Information at Westgate Primary School

Target	Action	Outcome	Timescale and cost	Success Criteria	RAG
To ensure all visitors and staff know how they can access key information	<ul style="list-style-type: none"> Signpost/ advertise the availability of information- its location, formats- clearly through: <ul style="list-style-type: none"> Newsletters- every September School website Visual information in school Welcome and Induction packs 	<ul style="list-style-type: none"> Key school information is easily accessible in an appropriate format, electronically or as a hard copy 	Ongoing	<ul style="list-style-type: none"> All stakeholders know how to access key information. Staff can direct stakeholders and members of the public to/ provide them with key school information in a timely manner. 	2021
					2022
					2023
					2024

Target	Action	Outcome	Timescale and cost	Success Criteria	RAG
To ensure written communication is available in home languages for families who are new to English	<ul style="list-style-type: none"> • Collect accurate home language information at point of admissions and through annual data collections • Translate school communications (letters, newsletters, forms) and provide to target families • Use of online translation services • Work with outside agencies eg Children's Centre to identify communication needs 	<ul style="list-style-type: none"> • All families are well-informed about the work of the school, including expectations, routines, special events, term dates etc. 	Ongoing	<ul style="list-style-type: none"> • Families who are new to English receive written information that they are able to access. 	2021
				<ul style="list-style-type: none"> • Families who are new to English are able to take a full and active role within the life of the school 	2022
					2023
					2024