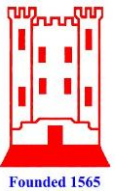


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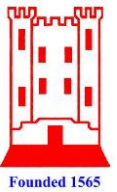


Planning Duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short Term	Improve provision for children with specific Social, Emotional, Mental Health (SEMH) challenges, which may prevent them from accessing the full curriculum	Embed SEMH provisions across Early Years, Key Stage 1 and 2 including Behaviour Box, Lego Therapy, Drawing and Talking Therapy, Social Detective, Superflex Follow advice from outside agencies to support SEMH.	SENCO Teaching Assistants Teachers	Autumn Term Spring Term Summer Term	Teaching assistants are trained to deliver high quality SEMH support, and they work alongside our SENDCO and SLT to evidence the impact on identified children eg: pupil progress meetings and Early Help Meetings. Teachers have a strong understanding on the provision delivered and provide a consistent approach linked to strategies taught.	January 2025 April 2025 July 2025
Short Term	Children are arriving at school	Parent Liaison Officers are on	Pastoral Well being Head teacher	Autumn Term Spring Term	Children can manage their	January 2025 April 2025

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	<p>dysregulated and during unstructured times of the day.</p>	<p>both the infant and junior gate to support effective home / school transition.</p> <p>Pastoral and Wellbeing Lead supports pupils and their families arriving to and from school.</p> <p>The retreat is a space to support managing emotions and self-regulating.</p> <p>Zen Den to be a timetabled daily provision, before school 8:30am – 9:00am, to provide breakfast for pupils and opportunities for them to relax and apply calming strategies. This will also be timetabled during lunch times.</p>	<p>Class teachers Teaching assistants</p> <p>Pastoral and Well-being Lead</p> <p>Nurture Support Team</p>	<p>Summer Term</p> <p>After February half term 2025</p>	<p>emotions more successfully and recognise strategies to support regulation.</p> <p>Successful transitions between home/school, lessons, and unstructured times.</p>	<p>July 2025</p>
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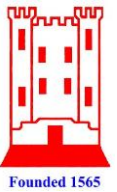
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Short Term	Children require further structure and guidance to play successfully during outdoor sessions.	<p>Year 5 and 6 trained as sports leaders.</p> <p>Year 5 and 6 timetabled on the infant and junior playground to deliver their role.</p> <p>Resources to ordered linked to sports and games that are being delivered by the sports leaders.</p> <p>Music box to be purchased by RS Coaching and School to promote enjoyment in dancing and singing during play time.</p> <p>Create a playlist for pupils to dance to.</p>	<p>Head teacher PE Lead Teachers SENCO RS Coaching Midday supervisors</p> <p>Year 5 and 6 pupils</p>	<p>December 24</p> <p>January 25</p> <p>February 25</p> <p>February 25</p> <p>February 25</p>		<p>January 2025 April 2025 July 2025</p>
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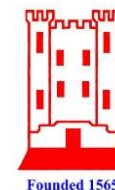
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Short Term	Identify barriers to learning and plan provision that is 'different from and additional to,' making reasonable adjustments to meet pupils with additional needs.	Develop and review the impact of the class provision maps. ISAT training SENCO to work with class teachers, teaching assistants, subject leader, SLT to ensure all pupils reach their full potential. Monitoring equality through pupil dialogue.	SENCO Teachers Teaching Assistants	Review every term. Autumn Spring Summer ISAT Training on provision mapping February 2025	All pupils are performing and are making at least good progress as confirmed by teacher assessment and tracking data, ELG and End of Key Stage Teacher Assessments.	Review every term.
Short Term	To ensure all staff are aware of specific needs of pupils and how they access the curriculum.	Staff training for those who support children with additional needs.	Speech and Language Therapist ISAT Educational Psychologist Outside agencies SENCO Teachers	Review every term	Staff develop an understanding of how they can meet the needs of individual children with a diverse range of learning and behaviour needs. Staff trained and feel confident in supporting specific pupils.	Review every half term.

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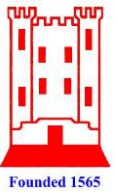
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			<p>Teaching assistants Midday supervisors</p> <p>WG Adaptive teaching strategies document</p> <p>DDAT 39 Weeks of SEND</p> <p>Graeme Ferguson Head of the Virtual Schools Attachment and Trauma Training.</p> <p>CPD – The National College</p>			
Medium Term	Subject leaders need to ensure that their curriculum area is accessible	SEND Audit of the curriculum including Deep Dives of each subject area. Training from SENDCO	SENCO SEND Governor Curriculum Leaders	Autumn Term Spring Term Summer Term	All curriculum planning ensures that all children can access all areas	January 2025 April 2025 July 2025
Medium Term	To ensure that all school trips (day trips and	Needs of SEND children are incorporated into	Class Teacher SENCO	For every school trip.	All pupils' needs are considered, and reasonable	For every school trip.

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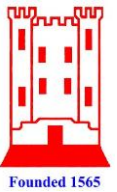
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	residential) promote equality for all.	planning and risk assessment for children with SEND. All pupils' protected characteristics needs are met.			adjustments are made to ensure equal opportunities	
Medium term	To review all pupils' accessibility to devices at home and provide support where needed.	To identify those who will benefit from the government scheme and those who will temporarily borrow from school. Review of Maths Whizz usage Maths Whizz club available in school to access devices. Include access to devices for home learning on annual questionnaire to parents.	SLT Computing Lead SENDCO Maths Lead Headteacher	Half termly Safeguarding letters to parents Safeguarding worship weekly Weekly reports SENCO	All pupils have access to devices suitable to curriculum learning at home.	Weekly Reviews – maths whizz Review device usage with parents annually

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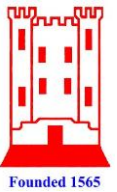
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		<p>Safeguarding worship Safeguarding Letters</p> <p>Headteacher to make alert parents to the government scheme for the loan of devices in the school newsletter.</p> <p>As a result of the analysis of the maths whizz usage, follow up with parents to identify the underlying causes.</p>	<p>Teachers</p> <p>Headteacher</p>			
Long Term	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Curriculum Leads SENCO SLT Governors	Annually	All policies clearly reflect inclusive practice and procedure	Annually

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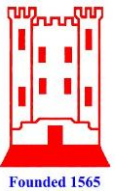


Planning Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short Term	To ensure that the school's physical environment is accessible	Audit of physical environment Health and safety audit	Head of school/ SENCO/ Site manager	Spring 2025	School is aware of accessibility gaps to physical environment and potential areas of hazard.	February 2025
Short Term	Building a growing awareness of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	Physical and Sensory Impairment Team SENCO Staff	Spring 2025	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met. Parents have full access to all school activities Access issues do not influence recruitment and retention issues.	April 2025
Short Term	Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and	Seek support from Local Authority including Hearing Impairment and Visual Impairment advisory teachers.	LA HI and VI advisory teachers in conjunction with SENCO	September 2024 January 2025 April 2025	All children have access to the appropriate environment	Review every term. Autumn Spring Summer

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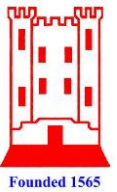
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	visually impaired children	WG Adaptive Teaching strategies 39 Weeks of SEND				
Short Term	Pupil access to disabled toilet	School to work with outside agencies to meet toileting needs of pupils eg: occupational health	Occupational Health Physical Impairment Team Teaching Assistants	February 2025	Toilet will be accessible for both pupil and staff, including the correct equipment to meet need.	March 2025
Medium Term	Ensure the learning environment is accessible for children with sensory impairment.	Check for tripping hazards, location of furniture, noise reduction measures in classrooms. Provision of sound systems. WG Adaptive Teaching strategies Derbyshire Sensory Toolkit Sensory audit with ISAT January 2025	Headteacher/ SENCO/ school business manager.	January 2025 – Sensory Audit	Learning accessible to all with physical or sensory impairment.	May 2025

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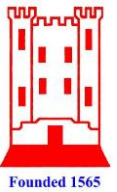


Planning Duty 3: Access of Information

	Issue	What	Who	When	Outcome	Review
Short Term	To ensure that written information is accessible to pupils with visual impairment and any auditory materials are accessible to pupils with hearing impairment.	<p>Seek support from Local Authority including Hearing Impairment and Visual Impairment advisory teachers.</p> <p>Resources loaned from the VI Team eg: Reading books.</p> <p>Staff training annually HI services.</p> <p>Half termly reviews with HI Teacher</p> <p>Raising awareness through 39 weeks of SEND and adaptive teaching strategies.</p>	Staff use appropriate technology (as recommended and trained by HI services) to support pupils with hearing impairment to access all learning throughout the day.	Autumn Spring Summer	Information is accessible to children with sensory impairments.	Every Term Autumn Spring Summer
Short Term	School website to be updated regularly, providing information that	Regular reviews of information and accessibility format.	Business Manager IT support	Autumn Term	Communication is effective and the website is purposeful.	Every Term Autumn Spring Summer

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	<p>can be accessed by all.</p> <p>Support awareness for parents, services and networks available.</p> <p>Providing information on what we do and signposting them to outside agencies, local offer.</p>		<p>Curriculum Leads (for their subject areas)</p> <p>SLT</p>			
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