

Westminster Primary School

Disability Scheme 2024-2027

Outcomes	Accessibility Planning Code C– Curriculum E– Environment I– Information	Accessibility Plan			
		Actions			
		Access to the curriculum			
3 years- To be reviewed annually		What/How	Lead	Resources	Timescale
To improve progress and participation for children with all special educational needs or additional needs.	C E I	Identify the professional development need of all SEND staff annually Monitor pupil achievement, identifying any trends or patterns in data which require additional action.	SENCo	CPD Training	Ongoing CPD Termly pupil progress meetings Half termly data tracking
To improve progress and participation for children with sensory and physical needs.	C E I	To highlight internal and external steps with yellow/ white strips. Continue the rolling programme of LED screens in to the infants building. Annual update and ensure training takes place for staff of meeting the needs of children with complex and medical needs.	Site Manager SENCo Business Manager	Paint Strips Screens	Ongoing

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To improve progress and participation for children with sensory and physical needs.	C E I	<p>To highlight internal and external steps with yellow/ white strips.</p> <p>Continue the rolling programme of LED screens in to the infants building.</p> <p>Annual update and ensure training takes place for staff of meeting the needs of children with complex and medical needs.</p>	SENCo Early years lead/teacher 1:1 TAs Business Manager	<p>Sensory room/area</p> <p>Sensory equipment</p> <p>Planning taken from the Equals curriculum</p> <p>Sensory circuits to support physical development for children with complex needs.</p> <p>Equipment to engage children with complex needs.</p>	January 2024—

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Develop the use of multicultural resources in new Topic planning (MTPs).	C E I	Curriculum includes a diverse range of cultures. Children show respect for other cultures. Resources used show cultural diversity. Visitors are regularly invited into school to support the curriculum.	Curriculum leader Teaching staff	Topic planning mapped to the national Curriculum	January 2024 -ongoing Review Summer 2025
Collective worship and class special times have a clear focus which celebrate cultural diversity and promotes equality.	C E I	All staff are ware of the termly theme for Collective worship. All classes have a special time which allows for reflection on the termly theme. Assemblies and special times recognise cultural diversity and celebrations from around the world.	AHT– Pastoral Curriculum Leader	Use the religious calendar to identify world celebrations	Ongoing

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Transition for pupils with SEND.	C E	Pupils begin transitions during the summer term. Meet the teacher session for all pupils Transition to secondary school in place SENDCo liaises with the school to support additional transition times/equipment for children with disabilities.	SENCo Classteacher	Transition booklets with photographs of the teacher and classroom layout. Transition booklets/extra transition support and social stories support children with SEND	Ongoing
Relevant policies consider the implications of disability access.	I	Relevant policies include provision for disability access. Behaviour Anti-Bullying Wellbeing Ed visits Safeguarding Admissions	SENCo Curriculum leaders Trustees	Policies	Ongoing

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		Information sharing with stakeholders			
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Information sharing and identification of children with disabilities.	C E I	Staff INSET at the beginning of each academic year. Regular information sharing during team meetings and staff INSET-ongoing.	SENCo Teaching staff	Information given to all staff– a class list of all children in their class with disabilities or learning needs. Levels of support document to be shared/given to class teachers	Ongoing
All staff to be are aware of children with disabilities across school.	E I	Information sharing with lunchtime supervisors and office staff	SENCo Pastoral Lead	Teacher training day information and lists given to lunchtime supervisors, kitchen staff and office staff.	Ongoing throughout the year
Improve the availability of accessible information for disabled pupils	E I	SEND information report on the school website and available for parents upon request. Newsletters and correspondence reviewed for parents and carers.	SENCo	SEND information report Website allows for translation of Newsletters and correspondence from school.	Ongoing

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			Actions		
			Premises		
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To be aware of any future implication for changes to the building.	E I	Environmental site audit. Accessibility plan made for changes, including costings. Adapted provision reasonable adjustments made of the environment.	SENCo Head teacher/ Site manager School Business Manager		January 2024 (As required) Ongoing
Review suitability of Changing facilities for children with personal care difficulties	E I	Environment audit to be conducted by SENCo and the site manager.	SENCo Office staff	All equipment that needs to be used for keeping the personal care room to a high standard of cleanliness needs to be ordered.	Regular on going monitoring and ordering of stock

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Review disabled toilet facilities	C E I	Work with site staff to ensure to check that the accessible toilet facilities are fit for purpose and in good working order Self cleaning toilet has been installed for a pupil with Achondroplasia.	SENCo Site Manager Assistant BSS Support from PDSS		Ongoing
Ensure disabled parking facilities are available; ensure marking are visible	C E I	Ensure that disabled parking space reserved for necessary users.	SENCo Site Manager School Business Manager		Ongoing
Ensure that ramps are clear of obstruction.	E	Ensure that ramps are clear for pupils with a disability to enter and exit the school building.	SENCo Site Manager School Business Manager		Ongoing

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All dinner staff to have training for engaging children in play.	E I	Dinner staff and Play leaders are confident in identifying and dealing with ‘behaviour issues’. Regular monitoring demonstrates positive playtimes. There is a consistent approach at lunchtimes in line with school policy and procedure.	Pastoral Lead (AHT) Lunchtime Supervisors	Training materials and training provided by Aspire Sport New Director of Sport recruited.	Ongoing
To improve progress and participation for children with particular needs I, as identified on the SEND register.	C E I	Training from PDSS/Ed Psychologist and SENCo Regular learning walks to ensure accessibility and provision is appropriate. Safer handling training for all staff. Director of Sport to facilitate clubs to support pupils with SEND	SENCo	Training materials. Director of Sport aware of supporting children with SEND SEND festival attended by SENCo an director of Sport	Ongoing

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SEND list available for new staff and displayed on the classroom notice-board.	C E	Display SEND list on notice board in classrooms.	All teachers	SEND list	Ongoing
Ongoing CPD for staff regarding updates for SEND		Identification and assessment of pupils with SEND Planning for children with complex needs and the curriculum (3 CPD sessions) Makaton training for all staff	All staff	Training materials	Ongoing

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Ensure all school trips and extra-curricular activities are accessible to children with disabilities.	C E I	Risk assessments completed. Relevant communication between EVC, year group co-coordinators, venue, and all staff. Use of mini-bus/use of other approved transport, to enable all children to participate. All children within school to have access to outdoor learning.	EVC Leader Year group co-ordinators All staff Director of Sport aware of additional clubs for SEND All clubs have representation of children with SEND.	Risk assessment CPD training on trips and Educational Visits	January 2024 ongoing.

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Monitoring of racial, bullying and homophobic incidents.	E I	There is a clear procedure in place for any incidents that arise. That incidents are recorded and dealt with according to school policy.	Headteacher/ DHT/ AHT	Bullying and incident logs	Ongoing
Raising whole school disability awareness.	C E	Reviewing the PSHE curriculum Review assembly themes involving disability awareness.	SENCo	PSHE curriculum Websites to access organisations	Ongoing