



Wildground Federation Accessibility Plan 2024-2027

This plan is drawn up in compliance with current legislation and requirements of the Equality Act 2010.

Published: December 2024 to cover a three year period

Review: December 2027 or earlier if needs alter for children, staff or parents

School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Equality Act 2010 and Disability Discrimination Act 2005 states a disabled person is defined in as someone who has a *'physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day to day activities'*.

In preparing the Accessibility Plan children, staff, parents and visitors – including those with accessibility needs - helped to gather information. The school supports any available partnerships from Hampshire County Council to develop and implement the plan.

This Plan will contribute to the review and revision of the following related school policies:

- Curriculum
- Equalities Information and Objectives
- Intimate Care
- Supporting Children with Medical Needs
- Concerns and Complaints
- SEND

I. Improving the Physical Access at Wildground Federation

Already in place:

- Information on website about parking and procedure to access school
- Signage on main pedestrian access, and vehicular access, sharing contact information to support with accessing the site
- Path in place from main pedestrian access all the way around school
- Tape placed to support with navigation around site for anyone with a visual impairment
- Clear access available to a safe space for intimate care and changing for PE
- Tables, chairs and carpets of contrasting colours in place each time a classroom/area is decorated.
- External pedestrian gates open both ways
- EYFS playground equipment designed with access and physical development in mind

Priority	Action	Review	Resources	Lead People	Time	Outcome
Gaining access onto school site for children, parents and visitors is compliant.	<ul style="list-style-type: none"> • H & S walk to review access from all gates for all possible reasons e.g. afternoon assemblies, parent 		signage costs	Site Manager H of Sch Bursar	Spring & Summer 2025	Access into both schools is improved through use of signage and reflects any current legislation e.g. Equalities Act 2010

	<p>meetings and parent events.</p> <ul style="list-style-type: none"> • Knowledge of parent and staff community to enable alternative seating e.g. INSET, assemblies 		N/A	all staff	Academic year 2025 - 2026	Improved seating for staff and visitors during events
Access into reception area is made accessible to those in a wheelchair or those with difficulty opening doors.	<ul style="list-style-type: none"> • Investigate feasibility of the main entrance doors opening on push pad release from outside, and inside. • Signage to be placed on main entrances advising that doors open outwards. 		door release mechanism & signage	Site Manager Bursar	Autumn 2025	Access into Federation Office is accessible either through door release or a system of staff support
Access at the Federation Office adapted to enable wheelchairs users and those with a physical need to sign in more easily and comfortably.	<ul style="list-style-type: none"> • Seek advice with regards to the office 'hatch' becoming more accessible for all Federation users. 		building costs	Site Manager Bursar	Financial Year 2025 - 2026	All users can freely access the Federation Office

2. Improving the Curriculum Access at Wildground Federation

Already in place:

- Range of extra-curricular activities accessible to all children
- Individual hearing loops worn
- Development of foundation subject resource boxes to provide real resources to support tactile learners
- Individual risk assessments for behaviours that challenge to enable safe and successful access to educational visits
- Staff trained in administration of medicines to fulfil duty to support children with medical conditions to be in school
- Staff CPD to enhance knowledge to best support children in school e.g. Zones of Regulation, trauma awareness and Makaton
- Sensory resources and provision to support with regulation including Special Play area
- Cosy Café provision in the infants to support with lunchtime provision
- Playgrounds zoned at lunchtime to define a quiet area
- Adaptive learning across the curriculum e.g. magnifier, coloured overlays, adult support, varying sizes of mark making materials

Priority	Action	Review	Resources	Lead People	Time	Outcome
Improved provision for those who are hearing impaired.	<ul style="list-style-type: none"> • Investigate feasibility of installing a Hearing Induction Loop in both schools in reception area. 		hearing loop cost	SENCo Site Manager Bursar	Summer 2025	<p>Hearing loop is installed to provide clarity of sound in Federation Office.</p> <p>Staff CPD on hearing impairment and knowledge for all staff about children who are hearing. Their</p>

	<ul style="list-style-type: none"> Review provision for children and staff, and other known users, with regards to hearing impairment. 					provision is identified on Pupil Progress Plans and is reflected within the environment.
Ensure all children with a range of needs have full and equal access to all educational opportunities.	<ul style="list-style-type: none"> Risk assessments in place for both school environment and educational visits to ensure risks/hazards are mitigated with appropriate control measures. Further staff CPD on the needs of our children: Makaton, trauma, Zones of Regulation, non verbal. Ensure staff receive necessary CPD to support with 		N/A	SENCo H of Sch	Ongoing	All children continue to access off site curriculum learning with appropriate support/adjustments.
			N/A	SENCo	Ongoing	Class practice reflects staff knowledge of children's needs with inclusion being enabled for all children.
			course cost	Bursar	Ongoing through First Aid Needs Assessment	Continued provision of medicines enables children to attend and access school.

	administration of medicines.					
Ensure all children have an educational provision that is appropriate to their developmental needs.	<ul style="list-style-type: none"> • Review of Cosy Café provision and Special Play provision • Subject Leaders to resource subject topics with tactile and visual resources to support all learners • Creation of Zebras Room to support children needing an adaptive environment to support level of need 		<p>N/A</p> <p>cost of resources</p> <p>cost of building, furnishing and resourcing</p>	<p>SENCo H of Sch</p> <p>subject leads Bursar</p> <p>SENCo Site Manager Bursar</p>	<p>Spring 2025</p> <p>Academic Year 2024 – 2025</p> <p>Autumn 2024</p>	<p>Children needing additional adult support, adaptive resources or environment receive this and it is reflected on their Pupil Progress Plan. Topics continue to have greater range of resources to support the visual and tactile needs of learners.</p> <p>Zebras Room created.</p>
Ensure all children have an outdoor environment that is appropriate to their developmental needs and	<ul style="list-style-type: none"> • Planning and installation of a fenced area outside Y1 to provide a safe and purposeful 		cost of fencing, grounds work and installation of equipment & resources	SENCo Site Manager Bursar	Summer – Autumn 2025	Fenced play area created for children to access to enable them to develop PSED and PD targets safely.

supports personal and social interactions and physical development.	outdoor area to support learning. • Review of the purpose of Special Play and Cosy Café to ensure PSED and PD needs are being enabled.		N/A	SENCo H of Sch	Summer 2025	Children needing the additional bespoke support receive access to Cosy Café and/or Special Play.
Use of adaptive technology to enable children to access the curriculum e.g. dictation app, magnifiers	• PPP to include reference to any adaptive technology that children have and the purpose.		cost of additional technology CPD for staff	SENCo Computing Lead	Financial Year 2025 - 2026	
Support children for with regulation of emotions	• Creation of a sensory room/area in the infant building		cost of building and equipping	SENCo Site Manager Bursar	Autumn 2025 – Spring 2026	

3. Improving the Delivery of Written Information at Wildground Federation

Already in place:

- **Support in place with form filling**
- **Capacity to adapt any written text to other languages and to provide an audio version**

Priority	Action	Review	Resources	Lead People	Time	Outcome
Increase visual/tactile signage around school	<ul style="list-style-type: none"> • Map out the internal and external site where key signage is warranted seeking views of stakeholders. • Prioritise identified areas needing signage. • Establish signage style required e.g. Makaton, photograph and install in accordance with priority planning. 		cost of signage	SENCo H of Sch Site Manager Bursar	Summer 2025	Signage around the school environment clearly depicts routes and reflects key access points and other adhoc signage is removed to enable simplification and clarity.
Staff knowledge of resources available to support with EAL children	<ul style="list-style-type: none"> • CPD for all staff around EMTAS and what the service provides and how they support. • Greater provision of books in both libraries to encourage 		CPD cost of books	H of Sch Reading Lead	Summer & Autumn 2025 Spring & Summer 2025	Improved staff awareness of EMTAS support. Range of books found in classrooms and libraries celebrating languages, cultures and diversity.

	<p>reading in dual languages.</p> <ul style="list-style-type: none"> • Celebration of languages spoken and inclusion with school life e.g. Maths counting, singing assembly 		N/A	Admin staff H of School	Spring 2025 onwards	
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