



# WINDHILL PRIMARY SCHOOL

FLYING HIGH FOR EXCELLENCE



## Accessibility Policy 2023-2026



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Approved by:	Lynne Mathers
Role:	Chair of Governors
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## **Accessibility Plan**

2023-2026

Windhill Primary School believes that it has a welcoming, happy and safe environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

### **Purpose of the Plan**

This plan shows how Windhill Primary School intends, over a period of time, to increase the accessibility of the school for disabled pupils, staff, parents/carers and visitors.

### **Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and preferred formats and be made available within a reasonable time frame.

### **Current Range of known Disabilities**

The school has children with a range of disabilities which include moderate and specific learning disabilities, such as autism and visual impairment and physical disabilities. When children enter school with specific disabilities, the school contacts other professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Each child with asthma has an asthma care plan, and inhalers are kept in a medical box in classrooms.

We have competent First Aiders and Paediatric who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

### Increasing access for Disabled Pupils to the School Curriculum

At Windhill Primary School we are continually improving the quality of teaching and learning throughout school, through Continuous Professional Development (CPD) we aim to enhance staff's knowledge, skills, and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes. We encourage all pupils to participate fully in the broader life of the school by attending after school clubs which are relevant to their age group, leisure and cultural activities and educational out of school visits. The only exception would occur if a child has breached school rules and it was deemed that exclusion from the after school club may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Continue to ensure staff have a good understanding of disability equality and are confident about meeting the needs of students with disabilities.	Staff meetings in inclusion. Supporting staff as required – targeted CPD.	Annually – September New staff induction	Inclusion team	Pupils needs continue to be met
Develop staff knowledge and training in how to communicate with non-verbal learners	Makaton/ BSL Training	July 2024	Inclusion Team	Increase strategies to support non-verbal learners
Positive images of people with different abilities are apparent in the classrooms and the school generally	Create positive images of disability within the school Review reading scheme/library books	Summer term 2025	Inclusion Team	Displays around school with people with disabilities
Continue to ensure that staff have received the specific training on disability issues	Training by professionals bespoke to individual needs of pupils	As required	Inclusion Team	Staff are trained to meet individual needs.
Continue to ensure all curriculum plans are inclusive of pupils with disabilities	Audit existing curriculum plans. Identify areas for development and implement changes as required.	Termly	All staff	Fully inclusive curriculum plans

Continue to ensure out of school visits accessible to all	Ensure that staff have the knowledge and guidance when organising a trip to ensure that the trip is accessible to all pupils/staff	As required	All staff – supported by Inclusion Team	All pupils within school are able to access all education visits and take part in a range of activities.
Use assembly time each term to learn about disabled role models, including those with milder disabilities or role models with SEND	To be incorporated with drop down days/ themes E.g. Chris Packham (wildlife/ nature focus), Richard Branson (aspirations), Jamie Oliver (health)	Termly	Inclusion team	Children are aware of various famous role-models with disabilities and/ or SEND
Continue to provide appropriate resources as required e.g. laptops to support with writing	Evaluate current provision for pupils Ensure the needs of learners are met. Liaise with VI and HI where appropriate	Ongoing	Inclusion team	Pupils have access to appropriate resources to support their learning

## Improving access to the Physical Environment of the School

Windhill Primary School is continuing to grow and develop and provisions in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for use on a daily basis. Resources are constantly under review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
Continue to ensure school is aware of the needs of disabled pupils, staff, governors, parent/carers and visitors of the school.	To create access plans for individual disabled pupils as part of the SEN Support Plan/Health Care Plan process when required e.g use of specialist equipment, adaptations/changes to the classroom environment that may be required for the children to access provision.	Ongoing – as required	Class Teachers and Inclusion Team	Support Plans/Health Care Plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of any access needs for staff, governors parent/carers and visitors to the school	As required	SLT/Inclusion Team	All staff and governors feel confident that their needs are met.
	Through questions and discussions find out the access needs of parents/carers – indicate on school website and induction forms	Ongoing – update website/forms by end of spring 2020	Inclusion Team	Parents have full access to all school activities
	Consider access needs throughout recruitment process	Ongoing	Governors and SLT	Access issues do not influence recruitment and retention

Ensure marking and signage are clear for designated parking spaces for disabled visitors	Remind staff not to park in space unless they have been issued with a Blue Badge	Ongoing	SLT	Suitable parking is accessible for any disabled visitor to school
Continue to ensure the safety of pupils during an emergency	Personal Emergency Evacuation Plan (PEEP) in place for all children with difficulties Develop a system to ensure that staff are aware of their responsibilities	As required Annually (Sept)	Inclusion Team	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment	Liaise with VI/HI on information with regard to any child that is visually or hearing impaired. Equipment to be put in place to ensure access to IT including the Hall	As required On-going Additional software may be required	Inclusion Team/ICT Team	Hardware and software available to meet the needs of children as appropriate.
Fire escapes routes are suitable for all	Ensure that all areas of school can have wheelchair access Ensure that visual checks are carried out on a daily basis – housekeeping, keeping areas free from obstruction	On-going and as a when required appropriate Daily	(Local Authority) Site Manager/Staff Members	All disabled staff, pupils and visitors are able to have a safe independent pathway to exit the building in the event of an emergency.
Continue to annually review accessibility and pathways around the school site and ensure parking arrangements are safe	Consider needs of disabled pupils, parents/carers or visitors	Annual site tour - September	SLT Governors Site Manager School Business Manager Local Authority – Surveyor	Fully accessible environment free from physical barriers

<p>Develop a sensory room/ nurture provision area in the main school building for pupils of all ages and abilities to access when needed</p>	<p>Identify area/ room to be developed</p> <p>Explore funding option available from other sources</p> <p>Consider sensory needs of pupils and purchase resources to support</p>	<p>July 2024</p>	<p>Inclusion Team SLT</p>	<p>Children who become dysregulated have a safe space to access</p>
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### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information shared with parents/ carers to ensure it is accessible	Provide information and letters in clear print and simple to understand language. Translation options offered through Class Dojo. School office staff will support and help parents/ carers to access information and complete any school forms. Ensure school website can be accessed by all, including visually impaired	Ongoing	SLT Inclusion team	All parents/ carers received information in a way that they can understand.
Improve the delivery of information in writing in an appropriate format	Provide enlarged print for pupils/parents/carers with a visual impairment	As required	Inclusion Team	Provide excellent communication