

WINDHILL PRIMARY SCHOOL
FLYING HIGH FOR EXCELLENCE



Accessibility Policy 2026-2029



Person responsible for policy:	Katie O'Dywer/ Julia Neesome
Approved by:	To be approved by Governor for SEND in the autumn term 2026
Role:	Governor for SEND
Date of most recent plan:	September 2026
Next Review Date:	July 2027
Previous Plan last reviewed:	July 2026

Accessibility Plan

2026-2029

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, hearing & 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 First Aiders 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 and shared with parents/ carers through MediTracker.

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
To purchase 'Widgets' software to support learners	Purchase the software. Staff training on the use of the approach. Monitoring of the impact.	Autumn Term 2026	SENDCO	All children are able to communicate their wants and needs. Widgets are used consistently around school.
To offer bespoke after-school clubs for pupils within our Nurture Provision	Parent voice gathered linked to interest. After school club up and running.	Autumn Term 2026	SENDCo	75% of targeted pupils (those who are not attending a club already, including Nurture pupils), are accessing the club
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.
Create an 'SEN Toolkit' to support quality first teaching & ensure all lessons are adapted for all learners	Staff to collaborate to identify the range of needs across school. Research strategies and resources that can be used within QFT to help adapt learning	By the end of summer term 2027	All staff supported by SENDCo	All lessons are suitably adapted for all vulnerable pupils. All vulnerable pupils make good progress from their baseline.

Develop staff knowledge and training in how to communicate with non-verbal learners	Makaton/ BSL Training	January 2027	Inclusion Team	Increase strategies to support non-verbal learners
Embed assessment systems for SEND learners working below National Curriculum levels	Cherry Garden Assessment tools to be implemented. All staff to be trained on how to use this to closely monitor small steps of progress for SEND pupils	By the end of summer term 2027 – for learners throughout school Autumn Term 2026 – for Nurture pupils	Inclusion Team	Accurate assessment shows progress being made by all pupils with SEND (where they are working below NC/ below universal assessment) Small steps of progress are measurable.
Use of assistive technologies to remove barriers to learning for some pupils e.g., technology to read texts	Purchase 'text-to speech' software and train all staff	End of summer term 2028	SLT	Technology is used to support all pupils access the curriculum.
Further training on autism, with a focus on autism in girls	Liaise with ASCETs to deliver refresher training for all staff	End of summer term 2028	SENDCo	Staff are better informed to support pupils with autism
Embed communication strategies from the ELKLAN training	Toolkit includes strategies to support pupils with SLCN	End of summer term 2027	Inclusion Team	School is an ELKLAN Communication Friendly School
Work with external partners to ensure classrooms are optimally organised and resourced for disabled learners	School to take advice from outside agencies and where financially possible, try to take the recommended actions and embed these. Agencies might include: Early Years Outreach service, Doncaster Deaf School HI support, Occupational Therapy.	End of summer term 2027	Inclusion Team	School spaces meet the needs of disabled learners. They are able to move around classrooms and access resources independently to support learning.
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	End of summer term 2028	Inclusion Team	Displays around school with people with disabilities

Well-being ambassadors to be trained and formulate an action plan/ policy to support peers in school	Trained well-being ambassadors in school	End of spring term 2027	WMiM Inclusion Team	Well-being ambassadors are established and trained.
Purchase of more texts which represent the range of needs and disabilities of pupils within the school e.g., "Me and My Autism" "All dogs have ADHD" "Volcano in my Tummy" and "Anna Angrysauros"	Texts purchased and displayed around school	End of summer term 2028	SENDCo	Texts displayed around school
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
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
Create outdoor learning area for Nurture Classroom	The space in front of the Nurture classroom will be transformed to include French door direct access, sensory outdoor activities to enhance learning	Summer term 2027	SLT	Nurture pupils have accesses to their own outdoor area which is safe and stimulating, and enhances the curriculum provision.
Accessible picnic tables and outdoor seating	When funding is available, additional outdoor seating, which includes spaces for wheelchairs, will be purchased	End of summer term 2029	SLT	Accessible picnic tables purchased.
Resurface the ramp outside LKS2 entrance to provide a smoother surface for wheelchairs	The surface on the playground outside the LKS2 entrance will be resurfaced to allow for easier wheelchair access, when funding allows	End of summer term 2029	SLT	Surface has been resurfaced and is smoother for wheelchair use.
Make the school environment more accessible for VI pupils	Tape on different surfaces to highlight the contrast, Work with VI team each year to build on strategies already in place as pupils move through school	Reviewed annually	Inclusion Team	School environment is accessible for VI learners and visitors
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	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

	equipment, adaptations/changes to the classroom environment that may be required for the children to access provision. Be aware of any access needs for staff, governors parent/carers and visitors to the school Through questions and discussions find out the access needs of parents/carers – indicate on school website and induction forms Consider access needs throughout recruitment process	As required Ongoing – update website/forms by end of spring 2020 Ongoing	SLT/Inclusion Team Inclusion Team Governors and SLT	All staff and governors feel confident that their needs are met. Parents have full access to all school activities 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	As required	Inclusion Team/ICT Team	Hardware and software available to meet the needs of children as appropriate.

	any child that is visually or hearing impaired. Equipment to be put in place to ensure access to IT including the Hall	On-going Additional software may be required		
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

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 the school website to ensure it is accessible for all and compliant with accessibility standards	Liaise with Juniper Website provider to audit the accessibility of the website.	End of summer term 2027	Headteacher	School website is accessible for all and is compliant with accessibility standards
To purchase 'Widgets' software to support learners	Purchase the software. Staff training on the use of the approach. Monitoring of the impact.	Autumn Term 2026	SENDSCO	All children are able to communicate their wants and needs. Widgets are used consistently around school.
Review our approaches to displays to ensure there is an appropriate balance between inspiration and levels of stimulation	Inclusion Team to review displays around school	End of summer term 2027	Inclusion Team	Displays are appropriate for all learners, including those with sensory needs
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 & Sway Newsletters School office staff will support and help parents/ carers to access information and complete any school forms.	Ongoing	SLT Inclusion team	All parents/ carers received information in a way that they can understand.

	Ensure school website can be accessed by all, including visually impaired Text Messages to be sent to parents who do not have access to Dojo			
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

How we will monitor this plan:

Our SENDCo/ Inclusion Team will review this plan every July.

This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing colleagues if targets need further work to get them complete.
- Reminding colleagues what they need to do this year.

The admin then puts the updated plan onto our website. The updated plan can help our SENDCo to write the next year's SEND action plan.

Working with parents & carers:

During review meetings, parents/ carers and children will be asked for their views about the school, including what could be improved. Leaders will use these views, along with parent/ carer views collated through the annual Parent/ Carer Survey, to reflect on what the school can do better along with reflecting on its successes.

Governors:

The SEND governors will monitor the plan by visiting school each year.

They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful the plan has been.