



Windlesham School  
& Nursery

## Accessibility Plan

Last Reviewed: April 2018

Next Review Due: Spring Term, First Half, 2020/21

Reviewed by John Ingrassia, Headmaster

# 1 Ethos and Aims of Windlesham School

Windlesham School aims to offer the highest quality of teaching and learning and to support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

Recent training for staff includes:

- First Aid training including Epipen training (Apr 18)
- Advice and training from occupational therapist and physiotherapist to support the mobility needs of a child with cerebral palsy (Jan 18)
- Training for key members of staff to support a child with Type 1 diabetes (Jan 18)
- Teaching assistant training - encouraging independent learning (Feb 18)
- Developing Inclusive Practice (Sept 17) (May 17)
- Whole school SEN overview (Apr 18)

Forthcoming Training (due to take place Summer Term 2018)

- Children and Mental Health
- Children and Autism

We provide information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

## 2 Context

As at September 2017 Windlesham School has no statemented pupils. There are 10 children on SEN Support, 21 children on Learning Support, 0 Looked After Children (LAC) and 0 children who have just started at School with English as Additional Language (EAL). We have several children who are bi-lingual fluent in at least one other language in addition to English. Pupils with SEN Support Plans are monitored a minimum of termly to assess progress relating to their SEN targets. Pupils on

Learning Support are monitored by termly meetings with parents and the Provision Map for their class. Progress is also reviewed at Pupil Progress Meetings.

On our register we have pupils with medical disabilities and/or specific learning difficulties. These include cerebral palsy, dyslexia, Dyspraxia, Dyscalculia, specific dietary needs and serious allergies. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips which are risk assessed for attendance on an individual basis).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Windlesham School. Staff with medical disabilities are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

### 3 Action Plan

In the design of the action plan below, the following processes have been considered by the School's Senior Management Team and are regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Windlesham's monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on SEN and disability:

ISSR

Part 3 - Welfare, health and Safety of pupils

Does the school fulfil its duties under Schedule 10 of the Equality Act 2010?

Schedule 10:

(1) The responsible body of a school in England and Wales must prepare— (a) an accessibility plan;

(b) further such plans at such times as may be prescribed.

3(2) An accessibility plan is a plan for, over a prescribed period—

(a) increasing the extent to which disabled pupils can participate in the school's curriculum,

(b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

3(3) The delivery in sub-paragraph (2)(c) must be—

(a) within a reasonable time;

(b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

3(4) An accessibility plan must be in writing.

3(5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

3(6) The responsible body must implement its accessibility plan.

4(1) In preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan

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The three-year plan should include how the school plans to (with timescales):

- increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

<b>Target</b>	<b>Action Required</b>	<b>Lead</b>	<b>Resources Required</b>	<b>Evidence of Impact on Stakeholder</b>	<b>Target Completion Date (short/medium or long-term)</b>
Improve accessibility to buildings	Ensure new buildings have very good accessibility – ramps lifts etc	Bursar	Incorporate into site development plans	New buildings fully accessible	Date TBA when next project commissioned.
Install permanent ramp to provide access to Hall, Year 2, Reception and Nursery	A ramp to be installed at the entrance to the verandah opposite the fire escape.	Bursar Head Site Manager	Advice and costings to be sought from appropriate contractor	The area is easily negotiable for wheelchair users and people with reduced mobility	Complete by end of T1 2018
Signposting around the school is effective and allows independent negotiation of the site	Review existing signage. Plan and install new signage	Bursar	Costings to be sought on making new signage.	People can find their way around the school site with relative ease.	Complete by end of 2018-2019 academic year.
Changes of level are clearly demarcated	Contrast strips to be painted around all steps	Site Manager	Site manager time and specialist paint.	Trip hazards for visually impaired people or people with reduced mobility are minimised.	Complete by end of T2 2019
Ensure key written information is accessible to families where English is not the first language	Install translate button on website	Network manager	Research into potential	Parent feedback reflects greater understanding and participation.	Complete by end of 2018 2019 academic year.
Ensure improved access to written information for pupils, parents and visitors.	All communication to follow Accessible Communication Format advice from Gov.UK (2014).	Office Staff	SK to make guidance available to SLT and office staff	Parent feedback	By end of 2017-18 academic year

	<p>Create and offer information in alternative formats on request such as:</p> <p>Copies of key information in large print.</p> <p>Copies of key information in PDF form to allow expansion.</p> <p>Lengthy or more complex texts to be simplified.</p> <p>Key policy documents to contain a simplified summary.</p>				
<p>Ensure the full participation of children with special educational needs or disabilities in all aspects of the school curriculum.</p>	<p>Regular updates to staff on SEN(D) in school –</p> <p>SEN staff information meeting every term.</p> <p>Relevant information on children with SEN(D) to be included as a</p>	<p>SENCO</p>	<p>SENCO/SLT time. Staff briefing time</p>	<p>Parent/Pupil Voice surveys show satisfaction in levels of participation and support.</p> <p>Curriculum and SEN reviews show full participation.</p>	<p>Ongoing target to be monitored termly through curriculum and SEN review</p>

	<p>standing item in weekly briefings.</p> <p>Ensure school staff are aware of and following SEN support plans.</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are available and reviewed regularly</p>			<p>School planning shows evidence of considering individual need.</p> <p>Emergency evacuation procedures are clearly indicated and accessible to staff.</p>	
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