

## Windmill Hill Accessibility Plan 2016 - 19

Targets	Strategies	Outcomes	People involved /Responsibility	Timeframe	Evaluation
<b>EQUALITY AND INCLUSION</b>					
To improve staff awareness of disability issues.	<ul style="list-style-type: none"> <li>Review training needs for adults within the school community</li> <li>Provide training as appropriate</li> </ul>	Whole school community is aware of issues	Head teacher SENCO Chair of Governors	On-going	
To ensure all relevant policies take Accessibility into account	<ul style="list-style-type: none"> <li>Consider Accessibility when reviewing policies</li> </ul>	Relevant policies take Accessibility into account	Head teacher Chair of Governors		
To ensure any child recovering from a serious medical condition has minimal risk of contracting infections	<ul style="list-style-type: none"> <li>Parents to be reminded of the need to inform school about infections that might cause problems</li> </ul>	Child continues to make good recovery	Head teacher	Termly	
To review the Accessibility Plan annually	<ul style="list-style-type: none"> <li>Ensure item is added to Governors meeting agenda</li> </ul>	Comply with legislation	Head teacher Chair of Governors	Annually	
To continue with our approachable "open	<ul style="list-style-type: none"> <li>Have good knowledge of, and good</li> </ul>	All parents and carers feel welcome	Head teacher	On-going	

door" ethos	relationship with parents and carers <ul style="list-style-type: none"> <li>• Ensure all feel welcome and able to access information (non-readers, support with form-filing, English as an additional language)</li> </ul>	and comfortable			
<b>PHYSICAL ENVIRONMENT</b>					
<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults</p> <p>To continue to improve access to the school's physical environment</p>	<ul style="list-style-type: none"> <li>• Carry out an audit of school buildings and grounds; to consider wheelchair access, parking, accessible toilet</li> <li>• Make suggestions and implement as budget allows</li> <li>• Alternative arrangements will be put in place where physical modifications are not possible, eg Entrance to Reception</li> </ul>	Modifications will be made to the school building and grounds to improve access	Head teacher Governors	On-going	

CURRICULUM					
To continue to train staff to enable them to meet the needs of children with a range of SEND	<ul style="list-style-type: none"> <li>To review the needs of the children</li> <li>To provide training for staff as required</li> <li>To refer to SEND Policy</li> </ul>	Staff are confident in enabling all children to access the curriculum	Head teacher SENCO	On-going	
To ensure that all children are able to access all out-of-school activities, eg sports activities, forest school, clubs, trips, residential etc	<ul style="list-style-type: none"> <li>Review all out of school activities</li> <li>Carry out risk assessments</li> <li>Provide additional support</li> </ul>	With modifications as required, all children will be able to access activities	Head teacher	On-going	
To provide specialist equipment/resources, to promote participation in learning by all pupils	<ul style="list-style-type: none"> <li>Assess the needs of individual children</li> <li>Provide equipment/resources as required, eg, writing slopes, tinted paper, overlays, headphones</li> <li>Identified children to have access to visual prompts, including timetables</li> </ul>	Barriers to learning will be reduced/removed. Children will develop independent learning skills, enabling them to achieve their full potential	SENCO	Termly review As required	
To meet the needs of	<ul style="list-style-type: none"> <li>Assess the needs to</li> </ul>	Barriers to learning	SENCO	Annually	

children during statutory end of key stage assessments	<p>individual children</p> <ul style="list-style-type: none"> <li>• Apply for use of modified papers, additional time etc</li> </ul>	will be reduced/ removed. Children will develop independent learning skills, enabling them to achieve their full potential	Key Stage Co-ordinators		
To ensure that all pupils make progress	<ul style="list-style-type: none"> <li>• Teachers provide differentiated planning to meet the needs of all children in the classroom</li> </ul>	Weekly planning to demonstrate differentiation. Progress in line with peers	All teachers to monitor	On-going	
To meet the needs of children with SEND	<ul style="list-style-type: none"> <li>• Individual support plans</li> <li>• Enhanced Provision and access to LA specialist advice for those requiring support beyond classroom differentiation</li> </ul>	Support plans updated termly Tracking pupils Progress in line with peers	Head teacher All teachers SLT to monitor	On-going	
<b>WRITTEN/OTHER INFORMATION</b>					
To ensure that all parents and other members of the school community can	<ul style="list-style-type: none"> <li>• Written information will be provided in alternative formats as necessary</li> </ul>	Written information will be provided in alternative formats as necessary	Head teacher Admin Staff	As required	

access information					
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	<ul style="list-style-type: none"> <li>• Staff to talk to parents on the phone or make home visits or send home written information</li> </ul>	Parents are kept informed of children's progress	Head teacher	Termly	
To ensure that parents who are unable to attend school, because of a disability, can share in school celebrations and productions	<ul style="list-style-type: none"> <li>• Use of videos/iPad recordings</li> </ul>	Parents can share in school assemblies or celebratory productions	Head teacher	As required	
To ensure that there is appropriate signage around school	<ul style="list-style-type: none"> <li>• Review the needs of the whole school community</li> </ul>	Signs around school are accessible for all	Head teacher Chair of Governors	As required	