



# Windmill Hill Primary School

## 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	Headteacher SENCO Chair of Governors	On-going	11 members of staff have attended the LA 'Administering medicines' training. This is to ensure all medical needs can be addressed in and out of school.
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	Headteacher Chair of Governors		Policies reviewed at Governors meetings
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	Headteacher	Termly	School follows NHS guidelines about length of time a child should be absent from school during/after illness.

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	Headteacher Chair of Governors	Annually	June 2018
To continue with our approachable “open door” ethos	<ul style="list-style-type: none"> <li>• Have good knowledge of, and good relationship with parents and carers</li> <li>• Ensure all feel welcome and able to access information (non-readers, support with form-filing, English as an additional language)</li> </ul>	All parents and carers feel welcome and comfortable	Headteacher	On-going	Translator used for Syrian families at parents evening. Parents encouraged to discuss issues with staff members before/after school.
<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	Headteacher Governors	On-going	This is completed on a termly basis and the school grounds are accessible to all.

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	Headteacher SENCO	On-going	Staff training for SEND is included in the SEND policy
To ensure that all children are able to access all out-of-school activities, eg sports activities, forest school, clubs, trips, residential visits, 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	Headteacher	On-going	All children are inclusive in out-of-school activities. Risk assessments highlight when behavioural needs cannot be met outside of school premises. Children who consistently do not follow the school rules are excluded from school trips.
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	Specialised resources have been purchased for specific children. Visual prompts readily used and staff members trained in colourful semantics and using visuals.
To meet the needs of children during statutory end of key stage	<ul style="list-style-type: none"> <li>Assess the needs to individual children</li> <li>Apply for use of</li> </ul>	Barriers to learning will be reduced/ removed. Children will develop	SENCO Key Stage Co-ordinators	Annually	Materials modified as necessary (according to guidelines). Systems in

assessments	modified papers, additional time etc	independent learning skills, enabling them to achieve their full potential			place to support pupils during statutory assessments, e.g. small groups etc.
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	Regular lesson observations, book scrutiny, pupil progress meetings.
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 Tracking pupils Progress in line with peers	Headteacher All teachers SLT to monitor	On-going	The Liverpool Project Tracking system used to track Pupil Progress. Specialist support provided from referrals to the LA.
<b>WRITTEN/OTHER INFORMATION</b>					
To ensure that all parents and other members of the school community can access information	<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	Headteacher Admin Staff	As required	Parents with reading difficulties are supported with reading letters and completing forms.
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	Headteacher	Termly	Home visits are available to those parents who are unable to attend. Parents have also asked permission for meetings to be recorded so that the other parent can hear exactly what is said.

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	Headteacher	As required	Video recordings available on request prior to the performance.
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	Headteacher Chair of Governors	As required	Signage updated 2018.