



Windmill Hill Primary School

Accessibility Plan 2018 – 2021

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

Area 1: Accessing the Curriculum					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
Short term Completion – May 2019	To ensure accessibility materials are available for Visually Impaired (VI) children.	<p>Collate an up-to-date list of children with VI.</p> <p>Ensure all staff are able to use photocopier to enlarge texts.</p> <p>Print on cream paper.</p>	<p>All children, whether VI or not, can assess all information within their curriculum.</p> <p>Children with VI have appropriately large print materials and equipment to enable them to access all subjects.</p>	<p>Pupil's class teacher</p> <p>Support staff</p> <p>SENDCO</p>	<p>Currently, there no children with VI, so a list has not been created (this will be made when necessary).</p> <p>Teachers and TAs are all confident using the photocopier to adapt text.</p> <p>Cream paper will be implemented when needed.</p>
Medium term Completion – September 2019	To help pupils overcome anxiety as a barrier to access the curriculum.	<p>All staff to take part in mindfulness training.</p> <p>SENDCO to support staff in the delivery of mindfulness sessions within class.</p>	<p>Pupils will hopefully be able to use the strategies (mindfulness) they have been taught so that they can fully access the curriculum in a calm state.</p> <p>Improved participation and attendance for targeted individuals.</p>	<p>Class teacher</p> <p>Support staff</p> <p>SENDCO</p>	<p>Mental health training – three members of staff are now fully qualified Mental Health First Aiders. They now have the knowledge and expertise to deal with mental health situations including anxiety.</p>
Long term Completion – August 2021	To improve curriculum ICT access for all pupils with disabilities.	<p>Refresh and update ICT equipment.</p> <p>Agreed resources</p>	<p>All pupils with disabilities overcome this barrier to their learning.</p>	<p>SENDCO</p> <p>Pupil's class teacher</p> <p>Consideration of succession planning for when the</p>	<p>Assessment strategies in place for SEND children – the use of SeeSaw is used to track and monitor progress.</p>

	<p>To set up laptops so that the keyboards will enable pupils with disabilities to work effectively.</p> <p>To teach touch typing to pupils who have significant difficulty with handwriting.</p>	will be implemented in line with pupil's needs.	Pupils will have a range of options for how they want to complete written tasks (write or type).	pupils moves to the next class.	<p>30 new iPads have been bought to facilitate this.</p> <p>1:1 support assistants have access to an iPad to record their bespoke timetable.</p> <p>Handwriting scheme has been implemented to support children who need it rather than teaching touch typing.</p>
--	---	---	--	---------------------------------	--

Area 2: Physical Environment					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
Short term Completion – January 2019	Ensure all people with a disability can be safely evacuated.	<p>Ensure there is a personal emergency evacuation plan for all pupils with a disability.</p> <p>Ensure all staff are aware of their responsibilities in evacuation.</p> <p>If a person uses a wheelchair they must not be in a</p>	<p>All pupils and staff with disabilities are safe in the event of a fire.</p> <p>There is constant supervision for pupils with disabilities who need help in the event of an evacuation.</p> <p>All wheelchair users can be evacuated quickly, easily and safely.</p>	SENDCO Pupil's class teacher	<p>We do not currently have any staff or pupils with a physical disability, so no plans have been put into place yet.</p> <p>This will be reviewed again if we gain any staff or pupils who have a disability.</p>

		classroom whether the emergency exits are down steps.			
Medium term Completion – August 2019	Ensure everyone has access to reception area.	<p>To ensure that there is nothing preventing wheelchair access.</p> <p>Check the external and internal doors are wide enough for a wheelchair.</p> <p>Provision of appropriate seating.</p> <p>Ensure bell is at an appropriate height for wheelchair users to get the attention of office staff.</p>	<p>All visitors feel welcome.</p> <p>Visitors can sit down if waiting for staff.</p> <p>Wheelchair users can access the building with ease.</p>	SENDCO Caretaker	<p>No objects in the way that would cause problems to wheelchair users.</p> <p>Seating arrangements in the hall (for Celebration Assembly) take into account the needs of wheelchair users.</p> <p>Window height at Reception is accessible for all.</p>
Long term Completion – August 2021	The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with disabilities.	<p>To create access plans for individual disabled pupils as part of the Support Plan process (when required).</p> <p>All staff are aware of</p>	<p>Support Plans in place for pupils with disabilities and all staff are aware of pupil's needs.</p> <p>All staff and governors feel confident that their needs are met.</p>	SENDCO	

		<p>staff, governors and parents access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>	<p>Parent/carers have full access to school activities.</p> <p>Access issues do not influence recruitment and retention.</p>		
--	--	--	--	--	--

Area 3: Access to Information					
Timescale	Targets	Strategies	Outcomes	People involved /Responsibility	Actions and Reviews
Short term Completion – December 2019	<p>To ensure website is fully compliant with 2010 Equality Act.</p> <p>Photo explanations of text.</p> <p>Appropriate use of colour, video and audio.</p>	<p>Gain feedback about the website from external agencies.</p> <p>Work with the website designer to make necessary changes.</p>	<p>Website is seen as an example to others.</p> <p>Website is fully accessible and compliant.</p>	<p>SENDCO</p> <p>Website designer</p> <p>SEND specialist team</p>	<p>Our website is now fully compliant with the 2010 Equality Act.</p> <p>All information is clear and easy to access.</p> <p>Most text has corresponding images where necessary.</p>
Medium term Completion – May 2019	<p>To improve the non-fixed signage around the school with particular regard to a visual/pictorial format for the benefit of those</p>	<p>Review all current non-fixed signage and evaluate its accessibility.</p> <p>Renew signage</p>	<p>Any person who enters the school with communication difficulties or EAL will find information easier to access.</p>	<p>SENDCO</p> <p>Caretaker</p> <p>Headteacher</p>	<p>Signage to accessible for all, including people with communication difficulties and EAL.</p> <p>Staff members use visual</p>

	with communication difficulties/EAL.	which is easily interpreted.			prompts (attached to lanyards to support pupils where necessary.
Long term Completion – August 2021	To undertake a full review of all methods of communication to parents, pupils and other agencies.	Monitor current provision and gather views from the wider community.	Improvements in the quality, consistency and accessibility of all forms of communication with pupils, parents and other agencies.	Headteacher SENDCO Admin team	Class DoJo has been set up across the whole school as a reliable platform for parents to communicate with their child's class teacher on.