



Windmill Hill Primary School

Accessibility Plan 2025 – 2028

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 – September 2025	To ensure that children with a disability transition effectively.	Meet with all feeder schools and discuss children who are transitioning with their transition lead and the Year 6 class teacher. Class teachers will meet with previous class teachers and discuss	All children with a disability will have access to an appropriate, bespoke transition program to enable them to access the curriculum in their next year group.	All staff members.	
Medium term Completion – December 2026	To improve speech and language across the school.	Use WellComm to assess children's current speech and language across both key stages.	For speech and language to be age appropriate for pupils to enable to access their year group's curriculum objectives.	All staff members.	
Long term Completion – August 2027	To help pupils to overcome anxiety and poor mental health as a barrier to accessing the curriculum.	Staff will be given a range of strategies to use within their classrooms to support their cohort's mental health. PASS assessment.	For pupils to use the strategies that they have learned to aid and support their own anxiety and mental health so that it does not act as a barrier to their learning.	All staff members.	

Area 2: Physical Environment					
Timescale	Targets	Strategies	Outcomes	People involved/ Responsibility	Actions and Reviews
Short term Completion – September 2025	To ensure that all learning environments are safe and accessible for the upcoming cohort.	Vision strips should be in place where appropriate.	All pupils with a disability can access their new learning environment.	AS PN	
Medium term Completion – December 2025	To provide pupils with a safe space for times of high anxiety.	Sensory Room revamp. Nurture Room renovation.	All pupils understand that they can use the sensory room appropriately during times of high anxiety to balance their emotions so that they can return to class.	AS PN	
Long term Completion – August 2028	The school is aware of the access needs of pupils, staff, governors, parents/carers and visitors with disabilities.	To create access plans for individual disabled pupils as part of the Support Plan process (when required). All staff are aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	To continuously develop the school grounds to suit the evolving needs of visitors and cohort.	AS PN	

Area 3: Access to Information					
Timescale	Targets	Strategies	Outcomes	People involved/ Responsibility	Actions and Reviews
Short term Completion – October 2025	To ensure that all displays are accessible to all children.	All display lettering is visible to all children in the class. Displays in the corridors are clear and uncluttered.	All pupils are able to use age-appropriate displays and signage to support their access to the building and curriculum.	All staff members	
Medium term Completion – January 2026	To enable all parents to access school communications with ease.	Class DoJo set up for all parents to use.	Parents with specific needs will have access to appropriate lines of communication which are tailored to their needs.	All staff members	
Long term Completion – August 2026	To promote continuity across key stages by following a whole school approach to displays.	All displays have clear themes throughout the schools. Displays are visible throughout the school.	Children will be able to see clear links between current and future learning environments.	AS PN DS AMc	