

Windermere Primary School



Accessibility Plan

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Statement of intent

This plan outlines the proposals of the governing body of Windermere Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

Signed by

S Gilliver

Headteacher

Date: 25th April 2023

J Perry

Chair of Governors

Date: 25th April 2023

Next review date: February 2026

Planning Duty 1 - Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Look at teaching and learning, homework, grouping of pupils, assessment arrangements and trips.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Curriculum Leaders	Ongoing with subject planning	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2023
	Staff members may not have the skills to support pupils with SEND	Audit staff SEND skills Provide INSET if required Training for teachers on scaffolding the curriculum	Headteacher/ External advisors/SENCO	Annually - ongoing	Staff members have the skills to support children with SEND	Review annually to meet needs of new pupils
Medium term	School trips may not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	ongoing	Planning of school trips takes into account pupils with SEND	Review when trip is planned

	Issue	What	Who	When	Outcome criteria	Review
Long term	Pupils with SEND cannot access lessons	Provide tablets/PCs, LSAs and other adjustments to pupils with SEND	Headteacher/ICT SL /SENCO/ teachers	Beginning of each academic year	Pupils with SEND can access lessons	Review annually to meet changing needs of pupils

Planning Duty 2 - Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Identify whether pupils and parents are able to move around the school safely. Identify whether existing spaces could be modified or group sizes reduced to meet the needs of SEN pupils and assisting adults; whether specialist areas need to be found for physio, storage of equipment, etc.; whether lighting, acoustics and furniture need to be adjusted.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors/ Headteacher/ SEN advisors	Annually	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Physical environment is accessible but should be reviewed annually to meet changing needs of parents and pupils.

	Issue	What	Who	When	Outcome	Review
Medium term	Learning environment may not meet needs of visually/hearing impaired	Incorporation of appropriate colour schemes or soundfield system	Headteacher/SENCo/ SEN advisors	At beginning of academic year	Learning environment is accessible to pupils with visual or hearing impairments	Review annually to meet changing needs of parents/pupils
Long term	Children with physical disabilities may not be able to access school buildings	Construction work undertaken Ramps purchased Handrails installed/disabled toilet facility	Headteacher/ governors/ SENCo	At the beginning of the academic year	School buildings are fully accessible	School accessible to current pupils. Review annually for new pupils.

Planning Duty 3 - Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	Headteacher/ CPC governors/ SENCO/ICT manager	September 2020	School is aware of accessibility gaps to its information delivery procedures	Annually at CPC
	School may not know how to make written information accessible	School should seek advice from external advisors	SENCO	Summer 2020	Written information is accessible to pupil and parents with disabilities	Review annually to meet needs of new pupils and parents.

	Issue	What	Who	When	Outcome criteria	Review
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT manager	When required	Written information is fully accessible to children with visual impairments	Review annually to meet needs of new pupils and parents.
Long term	School information is not accessible to children with SEND	Audit of website and school literature	Headteacher/ administrative staff/ Website manager	As required	Website and other information is fully accessible to parents and children.	Review annually to meet needs of parents and pupils.