

Windsor Park Middle School

Accessibility Plan

Date approved: July 2023	Print Name: Cat Sharples
Date to be reviewed: July 2026	Signed: C. Sharples
1. Aims of the Accessibility Plan	
This plan outlines how Windsor Park aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This plan aims to: • Increase the extent to which pupils with disabilities can participate in the curriculum. • Ensure the physical environment of the school enables pupils with disabilities to take better advantage of the education, benefits, facilities and services provided. • Ensure accessible information to all parents of pupils with disabilities. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, Windsor Park must have regard to the need to allocate adequate resources in the implementation of this strategy. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Windsor Park also recognises its responsibilities towards employees with disabilities and will: • Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities. • Provide appropriate support and provision for employees with disabilities 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 by Windsor Park in consultation with: • Parents • The Headteacher and other relevant member of staff • Governors	

- External partners

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone any refurbishment.

2. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to:

- Human Rights Act 1990
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010
- Dfe (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- SEND Policy and Information Report
- Equality Policy
- Support Pupils with a Medical Condition Policy
- Health, Safety and Well-being Policy
- Mental Health and Wellbeing Protocol

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Roles and Responsibilities

The Governing Board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.
- Liaising with the Assistant SENDCO to ensure that provision for pupils with SEND is implemented and regularly reviewed, taking into account the views of parents and students.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.

- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupils as a result of their disability.

4. The Accessibility Audit

A member of SLT from Windsor Park will complete the Accessibility Audit whenever deemed necessary or every 3 years. The audit will cover the following areas:

1. The Equality Act 2010
2. Physical access
3. Accessibility of information
4. Curriculum

All of these areas cover access to the curriculum, access to the physical environment, access to information.

When completing the audit, all kinds of disabilities and impairments will be considered. The following list is not exhaustive:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities such as autism and dyslexia
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The findings from the audit will inform actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities.

Planning Duty 1: Curriculum

Target	Strategy	Timescale	Outcome/Impact
Ensure there is a reading provision that is accessible to all children.	The library has been developed to include rich and diverse texts. All English classrooms have book corners and all tutor rooms have book boxes.	September 2023	All students will have a wealth of opportunity to access rich and diverse texts.
Ensure a variety of rich and purposeful learning experiences are available for all children.	Staff will ensure, through careful planning and resourcing, that learning experiences are varied and rich.	September 2023	Students will have a varied set of experiences that aid learning.
Ensure that a variety of rich extra-curricular opportunities are available for all children.	Staff will develop a rich programme of extra-curricular opportunities that offer varied and accessible activities.	On-going	There will be a plethora of varied extra-curricular activities through the academic year.
Meet the individual needs of pupils during statutory tests.	Students are identified early and given the right intervention where necessary to ensure they are prepared for all statutory testing. When necessary, students are rigorously assessed and support, such as extra time, are applied for an in place when needed.	On-going	Students with specific needs will be assessed and provided with appropriate access arrangements. These may be in the form of extra time, scribe, 1:1 reader or modified tests. All students will be able to access the tests.

Planning Duty 2: Physical Environment

Target	Strategy	Timescale	Outcome/Impact
To complete sensory audit with students who require it.	SENDCO/Assistant SENDCO to complete the sensory audit for students who have sensory issues.	On-going	The classroom environments will be suitable for all.
To consider whether students with visual impairments need signs in braille.	SENCO/Assistant SENDCO to consider whether there is a	On-going	All signs will be accessible for all students.

	need for this for any students		
To ensure all classrooms are free from clutter so that all students can navigate the room safely (paying particular attention for any students who need to use a wheelchair).	All staff to de-clutter their classrooms and ensure access for all.	September 2023	All students will be able to easily access all classrooms.

Planning Duty 3: Information

Target	Strategy	Timescale	Outcome/Impact
Ensure that all staff re-familiarise themselves with the Equality Act 2010	Update staff on the main points of the Equality Act to ensure that all staff are aware of the legal requirements.	September 2023	All staff will have up-to-date knowledge of the Equality Act 2010 and be able to articulate this.
Apply for Dyslexia Friendly Status	Use the criteria to apply for Dyslexia Friendly Status	July 2024	There will be a consistent approach to providing support and resources, that are dyslexia friendly, therefore enabling all students to access learning.
Provide families with rich information and communication in a variety of different methods.	Continue to communicate with parents/carers in a variety of different ways ensuring that all parents are able to access information (email, letter, phone call, face to face, online) and that all communication with stakeholders is effective.	On-going	All stakeholders are able to access information about school through the website, Facebook, Twitter, email, school money, letters, face to face meetings, open evenings, parents' evening, local governing board meetings. Parents with additional needs will be supported with this and offered their preferred method of communication.
Ensure the website is up to date and informative.	The website will be checked regularly and audited to ensure that all statutory requirements are fulfilled.	On-going	Windsor Park will be consistently compliant, with transparency between parents and school.

