

WINDLESHAM HOUSE SCHOOL

POLICY: ACCESSIBILITY PLAN: 2020-21 TO 2023-24



Approved: 8 March 2021

Last Technical Review: March 2021

Next Review Date: March 2022

Policy Ref: 03/11

Responsible Member of Staff: Bursar, Emma Harris

Responsible Governor: Anthony Goddard

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

How the plan is constructed

The School Senior Leadership Team (SLT) has developed the Accessibility Plan with input from the SENCO. The Plan takes consideration of any relevant pupil and parental feedback. The SLT is responsible for preparing the accessibility plan and reviewing the plan twice a year with recommendations submitted to the Governing Body for consideration.

The SLT has considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

How the plan is reviewed and monitored

The SLT will review the plan twice yearly with recommendations submitted for consideration by the Governing Body.

There is a formal review of the implementation of the plan at the final Board meeting of the academic year. This will include the identification of which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and the Special Educational Needs and Disability Policy

a) Accessibility Plan

| Area of Accessibility | Actions Required | Implement | Responsibility | Status |
|--|--|------------------------------------|-----------------------|---------------|
| (a) Improving Access to the Curriculum | Acquire specialist sporting equipment | On assessment of individual needs. | Head of Sports | Budgeted |
| | Acquire specialist DT equipment | On assessment of individual needs. | Ass. Head (Ac.) | Budgeted |
| | Acquire specialist Science equipment | On assessment of individual needs. | Ass. Head (Ac.) | Budgeted |
| | Acquire specialist language lab equipment | On assessment of individual needs. | Ass. Head (Ac.) | Budgeted |
| | Acquire specialist resources | On assessment of individual needs. | Head Pre-Prep | Budgeted |
| (b) Improving Access to the Physical Environment | Phased introduction of wheelchair ramps | In Progress | Bursar | On-target |
| | Phased introduction of hearing loops | On assessment of individual needs. | Bursar | Budgeted |
| | Specially adapted furniture | On assessment of individual needs. | Bursar | Budgeted |
| | Lessons on Ground Floors | On assessment of individual needs. | Bursar | |
| | Specialist manual handling training | On assessment of individual needs. | Bursar | Budgeted |
| | Specialist child care provision | On assessment of individual needs. | Deputy Head | Budgeted |
| | Facilitate easy access to stored materials | On assessment of individual needs. | Deputy Head | Budgeted |
| c) Improving | IT – Any other specialist equipment | On assessment of | IT Manager | Budgeted |

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|-----------------------|---|------------------------------------|-----------------|----------|
| Access to Information | | individual needs. | | |
| | Acquire specialist text books as needed | On assessment of individual needs. | Ass. Head (Ac.) | Budgeted |
| | Acquire specialist writing materials | On assessment of individual needs. | Ass. Head (Ac.) | Budgeted |

Notes:

1. The School has access to a generic budget fund every year to facilitate the purchase of specialist equipment and/or provide specialist facilities.
2. Such generic budget funds can be directed to meet emerging needs on a prioritized basis and whilst remaining mindful of the School's limited access to capital and operating budget funds, all reasonable efforts will be made to acquire specialist equipment or provide specialist facilities when needed.
3. The School will implement needs earlier than the scheduled dates if specific pupil needs arise, or will defer the planned implementation dates of those items where there is no current or foreseeable need to action these.