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1. Aims

Windlesham House School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

2. 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:

1. Increase the extent to which disabled pupils can participate in the School's curriculum,
2. Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
3. 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

3. How the plan is constructed

The School has developed this plan in co-ordination with the Senior Leadership Team, Learning Enrichment Department and the Governing Body. The following has been considered when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- ESOL
- Co-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Special Educational Needs and Disabilities (SEND)
- Sporting education and activities
- Staff training
- Welfare

The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available on request from the Bursar.

4. The plan and our curriculum provision

In line with the Teachers' Standards (September 2012), and a quality first teaching approach, Windlesham House will endeavour to:

- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have an understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the social, physical and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including pupils with special education needs and/or disabilities, those with English as an additional language; and be able to use and evaluate distinctive teaching approaches to engage and support them.

5. How the plan is reviewed and monitored

The plan is reviewed every six months with input from key staff including the Head of Learning Enrichment. Proposals are then submitted to the SLT for consideration. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

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 Special Educational Needs and Disability Policy

6. Key Recommendations

1. Improving access to the curriculum

- Implement interventions for pupils who are struggling to access the curriculum, especially due to gaps in learning as a consequence of the pandemic.
- Provide further training in adaptive teaching.
- Provide training for Teaching Assistants on how to support learning in the classroom.
- Provide training for SLT and teaching staff on how to deploy Teaching Assistants effectively in the classroom through the use of a communication document.
- Provide SEND Drop Ins for staff.
- Ensure all pupils can access home learning when appropriate, whether this is through ICT or alternative methods.
- Classroom organisation ensures access to curriculum for all students where SEMH needs, or visual/hearing/physical/medical needs could be a barrier to learning.
- Launch of 'Restorative Conversations'

2. Improving access to information

- Ensure staff are aware of adapting resources for pupils who are visually impaired.
- Ensure staff know of other methods for communication which can be used with pupils such as voice to text software, reading pens, widgets and talking mats.
- Ensure all communication can be available in different formats if needed.
- Ensure pupils' needs are met when transferring from other schools, especially mid-year transfers.
- Increase parental engagement.
- Ensure communication to prospective and existing parents is clear and robust.

3. Improving access to the physical environment

- Through regular health and safety audits, ensure that barriers to physical access are removed wherever possible.
- Ensure lifts in the sports hall are kept in working order.
- Ensure pupils with a wide range of medical needs can access the site.
- Ensure that the site is accessible to students with visual impairments and adjustments are made on the advice of Local Authority Advisors.
- Regular fire alarms to check that evacuation procedures are fit for purpose.
- Ensure pupils with visual impairments, hearing impairments etc. are prepared for emergency situations such as evacuations.
- Ensure adaptations are made for pupils with physical disabilities.

Ensure Personal Emergency Evacuation Plans (PEEPS) are in place where required and are kept under review

Strand 1.Increasing the extent to which disabled pupils can participate in the curriculum. (Last Reviewed Nov 2024)						
Outcomes	Actions completed	New Actions for this Plan	Lead	Deadline	Comments	RAG
To ensure that staff are confident in adaptive teaching.	Termly reports to teaching staff on individualised learning plans	Continuation of termly circulation of individualised learning plans occurred during 2023-24 and still ongoing this year/	SENDCO Senior Dep Head	Termly		
	Learning walks in place to consider behavioural and learning plans and responsive teaching	Continuation of monitoring staff training requirements through appraisals and staff, pupil and parent feedback and deliver CPD through staff meetings and relevant courses	Senior Dep Head	Termly		
	Implementation of learning walks					
	Staff development plan in place focusing on health and safety					
To provide training for staff on SEND so that staff are fully aware of the individual needs of pupils and understand their responsibility in meeting these needs.	Training provided to teaching staff by SENDCO at start of 2023-24 academic year	Ongoing CPD of staff within learning enrichment Dept and training to teaching staff by SENDCO.				
	SENDCo completed courses in supporting pupils with ASC and ADHD Spring – Summer 2023	Launch ‘Provision Map’ to identify and evidence the range of provision available to SEND pupils throughout the school	SENDCO SENDCO	Jan 2025 (due to new staff Autumn 2024)		

	Neurodiversity training provided to teaching staff Summer 2024			Spring 2024		
To provide training for staff on how to deploy Teaching Assistants effectively within the classroom.	Learning walks in place including review of use of teaching assistants Ongoing 24/25	SEND0 to report termly to SLT. Learning walks to evidence deployment of Teaching Assistants.	SEND0/SLT Senior Dep Head	Termly Termly		
To provide training for Teaching Assistants on effectively supporting pupils in the classroom.	Staff training delivered as part of staff inset at commencement of each term	Review training currently provided to Teaching Assistants and review access to external CPD courses. Feed into staff development plan on training specifically for Teaching Assistants.	SEND0 & Senior Dep Head	June 2025		
To ensure that pupils with disabilities and medical needs have fair access to trips and co-curricular events.	Educational visits procedures and risk assessments reviewed and updated and include consideration of any additional medical needs and disabilities Staff training provided at Sep 24 inset including importance of risk assessments covering mental wellbeing mitigating measures	Continue to ensure risk assessments have considered the risks specific to pupils with disabilities and existing medical needs. Draw on 'lessons learnt' and best practice recorded from previous trips as part of planning process for events	Compliance Officer Teaching Staff			

To ensure that appropriate interventions are put in place to support pupils' access to the curriculum.	<p>Individualised learning plans produced for each child identified with SEND</p> <p>SENDCo completed training courses in supporting pupils with ASC and ADHD (Spring – Summer 2023)</p>	<p>Continue to review pupil' needs, especially looking at closing the gaps in learning.</p> <p>Implement appropriate interventions with clear entry and exit criteria. Liaise with Bursar on funding for any required interventions.</p>	<p>SENDCO</p> <p>SENDCO</p>	<p>Termly</p> <p>Ongoing</p>		
To ensure that all pupils can access home learning.	<p>Digital Home Learning Strategy developed during COVID 19.</p> <p>Online learning still ongoing where appropriate</p>	<p>Individualised learning plans to consider whether different formats required for home learning and needs of pupils to be communicated to each Department</p>	<p>SENDCO</p> <p>Senior Deputy Head</p>	<p>June 2024</p>		
To ensure that classroom organisation ensures that all needs can be met.	<p>Introduction of flexible classroom spaces to accommodate different learning styles – six classrooms now in place</p> <p>Clear visual displays in classrooms (Autumn 2024) including WOW boards</p>	<p>Guidance on supporting SEMH needs within the classroom.</p> <p>Schematic work to support staff with challenging classes.</p>	<p>SENDCO</p>	<p>Ongoing</p>		

To launch 'Restorative Conversations' to support with behaviour for learning in classrooms.	Review of Pupil Behavior Management Policy	Continuation of staff training on pupil behaviour within the classroom	Senior Deputy Head/ SENDCO	Termly		
	Staff training on Paul Dix 'When the Adult Changes Everything Changes'	Embed 'Restorative Conversations' to support pupils with behaviour negatively impacting learning	Senior Deputy Head	Oct 2024		
	10 staff attended an enhanced Paul Dix training course Spring 2023	Development of risk assessments where required where pupil behaviour negatively impacts on the classroom	SEND0/ Teaching Staff	Ongoing		

Strand 2. Improving the delivery of communication with disabled pupils and their parents. (Last Reviewed Nov 2024)						
Desired Outcomes	Actions completed	New Actions for this Plan	Lead	Deadline	Comments	RAG
To provide guidance for staff on alternative methods of communication with pupils who struggle with communicating their ideas.	September 2023 and 2024 inset carousel sessions with all staff.	Investigate the use of Widget (symbol based language to support learning disabilities)	SENDSCO	Dec 2024	Investigate costs	
	Email with links sent post inset.	Use of voice to text software and reading pens where necessary	SENDSCO	Termly		
	All staff have access to SEND files on G drive	Launch use of Makaton (and any other recommended S&L learning tools as per specialist reports.'	SENDSCO	July 2024		
	Immersive Reader taught to all staff					
To provide guidance for teachers on ensuring that all resources are in a format which is accessible to pupils with disabilities.	Launched and running weekly across the whole school and an after school club					
	September 2023 and 2024 inset carousel sessions with all staff.	SENDSCO to provide teaching staff with all necessary information to enable them to modify teaching resources to suit the needs of all pupils. Files available on G Drive	SENDSCO and HoDs	Ongoing termly update	Access to learning enrichment plans	
	Email with links sent Sep 2023				Updates.	
	All staff have access to				Buy relevant	

	SEND files on G drive				resources for individuals.	
To research alternative formats for newsletters, letters etc. so that academy information is available for all	Discussions with Head of Digital Learning Porcelain Email sent to all staff with links by Head of Digital Learning Autumn 2023 Immersive reader shared with all pupils and used in all subjects	SENDSCO to investigate alternative formats	SENDSCO & Head of Digital Learning	Ongoing termly update		
To increase parental engagement.	Introduction of weekly information letter and weekly marketing letter Expansion of parent engagement events including annual Windlesham Ball, dog show, camping event and coffee mornings School in Action Morning	Consider opportunities for parents to attend events in the school to support their child with learning	Marketing SENDCo	Ongoing as appropriate throughout the year		

	Careers fair Windlefest Parent consultation on RSE/PHSE Regular coffee mornings					
To ensure pupils' needs are met when transferring in year	Development of phase leader role to assist with academic progression	Discuss pupils' needs and plan any adjustments and approaches to be made/used.	SENDCO & Phase Leaders	Ongoing as necessary		
	Weekly phase leader/SENDCO/Assistant Head Academic meeting	Arrange for pupils to make additional visits if needed as part of transfer process	SENDCO/Admissions	As necessary		
	Weekly pastoral meeting with Phase Leaders/Safeguarding Lead/SENDCo/Boarding staff/Medical staff	Production of a 'moving up a class' booklet including photos for reference	SENDCO	Sep 2024		
		Support individual pupils on familiarisation days.	SENDCO/Form Tutors	As necessary		
To ensure communication for existing and prospective parents is robust.	Introduction of weekly information letter	Regular open mornings to meet key staff.	SENDCO Marketing	Ongoing		
	Development of Windlesham Charter following consultation with parents	Producing resources in different formats e.g. videos, visual guides.				
	Pupil Reports					

Strand 3. Improving access to the physical environment (Last Reviewed Nov 2024)

Desired Outcomes	Actions completed	New Actions for this Plan	Lead	Deadline	Comments	RAG
To minimise barriers to physical access around the school	Observations of physical site for potential obstacles to access	Regular health and safety walks are carried out by the Bursar and Estates Manager to identify improvements	Estates Manager	Termly	Premises maintenance budget	
	Improvements to MFT and Pevensey flooring to improve grip	Consider purchase of ramps for use at main entrance to enable non step access to reception	Estates Manager	Spring 2024		
	Additional hand rails added for rear entrance of MFT and ground floor of main building					
	Disabled parking space installed nearer to the school buildings – places created for two members of staff					
To ensure that the sports hall lift is kept in working order at all times and is fixed accordingly.	Sports hall lift regularly serviced and maintained since installation Ongoing annual service		Estates Manager	Ongoing and Annual Service	Costs of fixing the lifts.	

	of sports hall lift to ensure accesibility for disabled pupils, staff and visitors					
To ensure that the physical environment is accessible and safe to visually impaired pupils, staff and visitors	Improved delineation and grip of walkway from MFT to blue courts	Liaison with learning enrichment team Site risk assessment to take place and all affordable recommendations arising to be implemented	SEND CO Estates Manager	Ongoing July 2025	Resources	
To ensure that the physical environment is accessible to hearing impaired pupils, staff and visitors	Learning walks completed half termly to note areas of issue	Liaison with learning enrichment team Site risk assessment to take place and all affordable recommendations arising to be implemented	SEND CO Estates Manager	Ongoing July 2025	Resources	
To be aware of the access needs of disabled pupils, staff, governors, parents and carers.	Census organised for improved understanding of disabilities within the school community	Ensure barriers to access are removed where possible.	Estates Manager	Ongoing	Premises Maintenance Budget	
To ensure staff, pupils and visitors are competent in being able to evacuate the buildings in event of an emergency.	Personal Emergency Evacuation Plans reviewed and updated Termly fire drills	Emergency evacuation procedures to continue to be practiced on a termly basis. This will be evaluated, and actions taken to modify the procedure. Personal Emergency Evacuation Plans to be kept under review.	Head Compliance Officer	Termly Ongoing		

To ensure pupils, staff and visitors with visual or hearing impairments (or pupils and staff who will struggle with sensory overload) are prepared for emergency situations such as fire alarms or lockdown.	Rehearsals of fire and lockdown drills termly	Training for pupils and staff on the signs and what they need to do in the event of an emergency (including lock down drills).	SENDCO/Bursar	Termly		
	Visual maps located in corridors to aid evacuation process.	Staff are aware of the needs of pupils and can support accordingly.	SENDCO	Ongoing		
	Health and Safety leaflet created and provided to visitors	Use of PEEP (Personal Emergency Evacuation Plan) if needed.	Compliance Officer	Ongoing		
To consider any reasonable adaptations that can be made for pupils and staff where use of a wheelchair is needed.	Sports complex wheelchair accessible Wheelchair available within medical centre	Consider any possible works to enable each building to be wheelchair accessible and the affordability of such improvements within expenditure plans	Bursar Estates	Ongoing and July 2025	Purchase of resources where needed.	
To ensure that pupils and staff with additional medical needs can be accommodated.	Identified Staff completion of first aid courses First Aid and Health care Policy reviewed and updated Staff training in allergies and use of Auto Adrenaline Injectors delivered in August 2024	Review of Medi Centre and cover	Bursar	Annual	Purchase of resources where needed.	

	<p>Healthcare provision in both boarding houses reviewed Spring term 2023-24 to ensure mitigation of spread of infection</p> <p>Disclosure of allergy information of staff and pupils to medical centre</p>					
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