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Windrush Valley School

Policy Documents Annual Review Record

Citation	This document shall be cited as: Accessibility Policy and Plan and linked to the following policies: SEND Policy Safeguarding Policy Staff Recruitment Policy Equal Opportunities Policy Curriculum Policy Risk Assessment Policy Risk Assessment Policy for Pupil Welfare
Person responsible	Headteacher
Comments to	Headteacher
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Person reviewing/updating	Headteacher
Source/author	Amanda Douglas
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Approved By	Rhonda Higgs - April 2025



Accessibility Policy and Plan

Introduction

Windrush Valley School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Windrush Valley School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion. This plan draws on the guidance set out in The Equality Act 2010 and applies to all pupils in the school including those in EYFS.

Principles

Compliance with the Equality Act 2010 is consistent with Windrush Valley School's aims and equal opportunities policy, and the operation of Windrush Valley's SEND Policy. Windrush Valley School recognizes its duty under the act that: "schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation".

This Accessibility Plan is resourced, implemented, reviewed and revised as necessary in consultation with

- parents and pupils
- staff
- external partners and specialist organisations

Windrush Valley School recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out normal activities. It respects the parents' and child's rights to confidentiality.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objective

Within the terms of this policy, 'curriculum' is both the teaching and learning activities arranged within school time, including participation in extended day activities, recreation, cultural and sporting activities and school visits [both residential and day].

Windrush Valley School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2013 framework, which underpins the development of a more inclusive curriculum by:

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment

Aims

- ❖ *To reduce and, where possible, eliminate barriers to accessing the curriculum by:*
 - Increasing the extent to which pupils can participate in the school's curriculum
 - ✓ Ensure all pupils feel supported and included in all areas of the school.
 - ✓ Respond to an audit of SEND pupils' needs in terms of available differentiated resources in all school curricular activities.
 - ✓ Provide training as appropriate for all staff on differentiation of the curriculum.
 - ✓ Provide INSET on how to ensure all pupils are able to access the lesson content.
 - ✓ Demonstrate how differentiation is built into each scheme of work.
 - ✓ Audit all lessons to ensure they are fully accessible to all pupils.
 - ✓ Ensuring that specialist TA support is fully utilised prior to each lesson.
 - ✓ Create and utilise an appropriate bank of specialist resources to support differentiation in lessons.
 - ✓ Utilise alternative physical resources [whiteboards, IT, hearing amplifiers, visualisers] to increase pupil participation.
 - ✓ Involve specialist personnel in advising the school on appropriate strategies.
 - ✓ Include accessibility references in risk assessment planning.
 - Improving the environment of the school
 - ✓ Provision of mobile ramps to facilitate movement between differing floor levels and doorways.
 - ✓ Disabled toilets accessible on the ground floor.
 - ✓ Making available appropriate classroom furniture and specialist aids.
 - ✓ Ensuring access and exit routes to all essential rooms.
 - ✓ Decoration in pastel shades throughout to aid the visually impaired.
 - ✓ 'Daylight' lighting throughout to help the visually impaired.
 - ✓ Specialist tables and help during school meals.

- Improving the delivery of information to SEND pupils
 - ✓ Provide written materials in alternative formats [hard copy, website, electronic mail, text messages, braille]
- Improving the delivery of information to SEND [inc. EAL] parents
 - ✓ Provide written materials in alternative formats [eg braille, first language, large print, hard copy]
- ❖ *Eliminating, where possible, barriers that may prevent disabled staff from working in the school.*
 - Monitoring recruitment procedures to ensure that people with disability are given equal opportunities.
 - Ensuring staff with disabilities are supported with special provision to enable them to fulfill their duties effectively.
 - Undertaking where necessary reasonable adjustments to enable staff to fully access the workplace.

Linked Policies

This plan will contribute to all school policies, but in particular to:

- SEND Policy
- Safeguarding Policy
- Staff Recruitment Policy
- Equal Opportunities Policy
- Curriculum Policy

Amanda Douglas

Headteacher

April 2025

Three Year Accessibility Plan: 2022 – 2025

1. Increasing the extent to which pupils can participate in the school's curriculum	
Aim	Completed
Ensure all pupils feel supported and included in all areas of the school.	Y
Audit SEND pupils' needs in terms of available differentiated resources in all school curricular activities.	Y
Provide training as appropriate for all staff on differentiation of the curriculum.	Y [SEND Station]
Provide INSET on how to ensure all pupils are able to access the lesson content.	Y [see VT presentations]
Demonstrate how differentiation is built into each scheme of work.	Y
Audit all lessons to ensure they are fully accessible to all pupils.	Y
Ensuring that specialist TA support is fully utilised prior to each lesson.	Y
Create and utilise an appropriate bank of specialist resources to support differentiation in lessons.	Y
Utilise alternative physical resources to increase pupil participation.	Y [see HB EHCP / GASP]
Involve specialist personnel in advising the school on appropriate strategies.	Y. [Fire and H&S]
Include accessibility references in risk assessment planning. Separate risk assessments for Pupil Welfare and according to requirement.	Y
2. Improving the environment of the school	
Provision of mobile ramps to facilitate movement between differing floor levels and doorways.	Y
Disabled toilets accessible on the ground floor.	Y
Making available appropriate classroom furniture and specialist aids.	Y
Ensuring access and exit routes to all essential rooms.	Y
Decoration in pastel shades throughout to aid the visually impaired.	Y
'Daylight' lighting throughout to help the visually impaired.	Y
Specialist tables and help during school meals.	As required
3. Improving the delivery of information to SEND pupils	
Provide written materials in alternative formats [letters, website, electronic mail, text messages, braille, first language]. As necessary	As required
4. Improving the delivery of information to SEND [inc. EAL] parents	
Provide written materials in alternative formats [eg braille, first language, large print, hard copy]	As required