



WINSLOW CHURCH OF ENGLAND SCHOOL

Accessibility Plan

Reviewed: February 2022

To be reviewed: February 2025

At Winslow Church of England School, our vision is 'Let your light shine'. Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to 'let their light shine' in a loving and inclusive community. Throughout their time at our school, each child is supported and challenged in their learning, to help them achieve their full potential.

Statutory Responsibilities

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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.

The Winslow Church of England School Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in leisure, cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school – this covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, information about the school and school events. The information should be made available in various preferred formats.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Equalities and Diversity Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

Winslow Church of England School will ensure that all new building work meets the needs of users with a physical disability and will work towards making all of its accommodation accessible where it is practical to do so.

Previous work undertaken in school includes:

- Ramped access to door in courtyard / sensory garden
- Ramped access into KS1 courtyard
- Ramped access up to swimming pool
- Ramped access to year 3 block
- Conversion of an office into medical room with disabled toilet
- Disabled parking bays
- Dropped kerbs in key locations
- Non-slip flooring in toilet areas

At Winslow Church of England School we have set the following overall priorities:

Access to the curriculum

Objectives	Action	Time	Person Responsible	Success Criteria
Increase confidence of staff in differentiating the curriculum	Revisit annually as part of reviewing teaching and learning	As applicable	Headteacher SENDCo	Raised confidence of staff in strategies for differentiation and increased pupil participation
To ensure that all children are able to participate in the school's curriculum	Review medium term planning and make any adaptations necessary	Termly	All staff	All pupils are able to access the curriculum
To create a greater awareness of disability for all pupils	Create opportunities for all children to learn about disability in long term	Ongoing	All staff	All staff, governors and children have a greater awareness of disabled children in our school and recognise that they can succeed
Ensure Support Staff have access to specific training on disability issues	Support Staff to access relevant CPD courses or visits to other schools each year	As applicable	Headteacher SENDCo	Raised confidence of Support Staff as above.
Ensure all staff are aware of, and able to use, SEN software and resources	Regularly audit all SEN, ICT and other resources and make available to all staff Run individual training sessions on use of SEN Software and interventions	As applicable	Headteacher SENDCo	Wider use of SEN resources Laptop access for pupils with SEND to support writing

Ensure relevant staff receive training on the use of any specialist equipment used by individual pupils	Training to be given by LA or NHS specialists	As applicable	SENDCo	Staff feel confident to use and maintain specialist equipment
Review PE Curriculum to make PE accessible to all	Gather information in accessible PE and Disability Sports Invite disabled sports people in for particular sessions Review PE curriculum to include disability sports	As applicable	PE Subject Leader	All children able to access PE and disabled children more able to excel in sports.
Ensure disabled children participate equally in after school clubs	Organise activities that are accessible to all	As applicable	All staff	Disabled children confident and able to participate equally in after school clubs
Make reasonable adjustments where possible to ensure disabled pupils are able to access school visits and trips	Ensure venues and means of transport are checked for suitability.	Ongoing	EVC/ SENDCo	Disabled pupils are able to access school trips and take part in a range of activities

Access to the Physical Environment

School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of EHCP process	As applicable	Headteacher	Individual plans in place for all disabled pupils and all staff aware of all pupils
School staff are fully aware of access issues for anyone with a disability.	Provide information and training on disability equality for all staff.	As applicable	Headteacher SENDCo	Raised confidence of staff and governors in commitment to meet access needs

Ensure that all disabled pupils can be safely evacuated / safely accounted for in the event of a lockdown	Put in place Personal Emergency Evacuation Plans for all children Ensure all staff are aware of their responsibilities	As applicable	Headteacher SENDCo	All disabled children and staff working with them are safe and confident in event of an evacuation or lockdown
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Access to information

Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school Produce newsletters and all other letters in alternative formats e.g. large print, Braille etc.	As applicable	Headteacher Office staff	All parents getting information in format that they can access
Ensure all staff are aware of guidance on accessible formats	Provide guidance to staff on dyslexia and accessible information	As applicable	Headteacher SENDCo	Staff to produce routine information to children in more accessible ways.
Inclusive discussion of access to information in all annual reviews	Ask parents/carers and children about access to information and preferred formats in all reviews Develop strategies to meet needs of all participating	As applicable	Headteacher SENDCo	Staff more aware of pupil's preferred methods of communication
Home Learning to be recorded in a variety of formats	Encourage children to use a variety of ways to record their homework to include ICT, photographs and drawings	Annually at the beginning of the Autumn term	Class teacher	All children will be able to access their Home Learning. Children will feel their work is valued.