



Accessibility Statement

Procedure Review

This procedure will be reviewed in full by the Full Governing Board every 3 years.

The procedure was last reviewed and agreed on July 2024

It is due for review in September 2027

Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the Governing Board of Windhill21 to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The Headteacher and relevant members of staff
- Governors
- Parents/carers of pupils, as appropriate

Planning duty 1: Physical Environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	To provide safe, accessible pathways around the setting.	Paint lines on edge of external steps throughout site	Premises Manager	Easter 2027	External steps fully accessible and safe	Easter 2027
Medium term	To ensure key signs and symbols are in Braille and picture form for those who are visually impaired or have communication difficulties.	Signs to be reviewed and upgraded as required	Headteacher & School Business Leader	Ongoing	School signs are accessible for all	Summer 2027
Long term	Non identified					

Planning Duty 2: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	To ensure that all cover staff, including supply teachers are aware of additional needs of pupils and how to support them	Information sheets (Venn diagrams) to be accessible for cover staff with details of SEN pupils (whilst ensuring GDPR compliance).	SENCO	Easter 2020	Venn Diagrams with details of SEN, EAL and PP available for staff.	Easter 2020
Medium term	To reduce the attainment gap between SEND and non-SEND pupils. To ensure progress is as good as those pupils Nationally with SEN (NB SEN pupils in many year groups made the same, if not more, progress than non-SEN pupils	- Data and provision continually reviewed. - Pupils Progress Meetings - Target on School Improvement Plan - Staff Development	Headteacher Teachers SENCO	Ongoing	Progress is as good as SEN Nationally and attainment gap is diminishing	Ongoing

Long term	None identified					
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Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	To ensure paper copy of the Local offer and School Information report is available.	Office provide paper copies on request	Admin team	Ongoing	Paper copies available to parents who do not have internet access	Ongoing
Medium term	To ensure information is available in a variety of formats, as required	Provision of range of formats e.g. 'easy read', enlarged print and audio.	School Business Leader	Ongoing	Information accessible to all including translate facilities on new website	Ongoing
Long term	Provision of IT support for those with disabilities and upskill staff.	Provide staff with training and knowledge on available ICT e.g. Soundfield system	SENCO IT Technician	Ongoing	Staff will be able to share information in a variety of ways for those with disabilities	Ongoing