

Windmill Hill School Accessibility Policy



ABOUT THIS DOCUMENT:

Purpose: This policy outlines how Windmill Hill School aims to be a fully accessible and inclusive setting

The aim is to ensure that anyone that comes to Windmill Hill School – students, staff, families, governors, trustees and any members of the public – have fair access to all activities and the environment

Compiled by Kevin Latham January 2021

Agreed by Directors

SIGNED

DATE

Review Date December 2023

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Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone’s responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
 - CIC (confidential counselling support available through Perkbox account).
 - The Teacher Support Line telephone number 08000 562561 or website www.teachersupport.info

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

At Windmill Hill we are an inclusive setting to support young people with moderate, severe and profound learning difficulties. To ensure that we are able to continue to offer a broad and relevant curriculum for all our children, regardless of their background, culture or ability, we need to ensure all barriers to participation in the curriculum, access to the physical environment and access to information are removed.

Each student is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing values, we actively promote the importance of respect, resilience, community and tolerance. Through this approach, students develop independence, confidence and integrity which prepares them for their future lives.

At Windmill Hill School we are a fully inclusive setting and through our vision and values is a clear commitment to equality of opportunity for all.

This policy aims to promote and embed Windmill Hill School's Core Values:

<u>Compassion</u>	<u>Achievement</u>	<u>Responsibility</u>	<u>Respect</u>
			

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<p><i>We show compassion by:</i></p> <ul style="list-style-type: none"> Understanding differences Helping & supporting others Forgiving mistakes Using kind words Co-operating with others 	<p><i>We achieve by:</i></p> <ul style="list-style-type: none"> Attending school Being ready to learn Working to best of my ability Embracing opportunities Aiming high 	<p><i>We take responsibility by:</i></p> <ul style="list-style-type: none"> Owning our behaviour & being truthful Reflecting on our actions Being ready to help others & be helped Being ready to listen & learn in lessons Looking after the school 	<p><i>We show respect by:</i></p> <ul style="list-style-type: none"> Using appropriate language Following instructions Keeping hands & feet to self Keeping yourself & others safe Looking after property & equipment
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The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Creating Tomorrow academies trust, are committed to equality, and as such are a Disability Confident Employer.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<i>Explain your school's approach here. Examples: Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</i>				

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<p>Improve and maintain access to the physical environment</p>	<p><i>Explain your school's approach here. Example:</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 				
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Explain your school's approach here. Example:</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 				

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by local governing body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) Policy and Information Report
- Supporting pupils with medical conditions policy

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Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				

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Reception area				
Internal signage				
Emergency escape routes				