



Windmill Values and Vision

|                           |          |                         |
|---------------------------|----------|-------------------------|
| 'Every day is a new day'  | <b>I</b> | Include everyone        |
| 'Be there for each other' | <b>G</b> | Guarantee opportunities |
| 'Aim high'                | <b>N</b> | Nurture aspirations     |
| 'Do your best'            | <b>I</b> | Inspire each other      |
| 'Don't give up'           | <b>T</b> | Try everything          |
| 'Believe in yourself'     | <b>E</b> | Encourage independence  |

## Accessibility Policy/Plan

### 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 pupils without discrimination of any kind. Our values underpin everything we do and our vision starts with the phrase 'include everyone'.

This plan is available 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. Telford and Wrekin Council has published a draft Accessibility Strategy in which it promotes better access for disabled pupils at school. The council requires consultation with key stakeholders, including schools, parents, children and young people and council services. Consultation will include representation from disabled people. All schools have regard to this draft Accessibility Strategy and will use it to inform their Disability Equality Scheme and Accessibility Plan that shows how, over time, access to education for disabled pupils will be improved.

[http://www.telfordsend.org.uk/localofferservices/info/1/home/65/schools\\_accessibility\\_strategy](http://www.telfordsend.org.uk/localofferservices/info/1/home/65/schools_accessibility_strategy)

Our school's complaints procedure covers the accessibility plan, so if there are any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors

### 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. Further information on Special Education Needs can be found in our school SEN Information Report.

Windmill Primary has adopted this accessibility plan in line with the school's Special Educational Needs and Disabilities policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our Special Educational Needs and Disabilities policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our Special Educational Needs and Disabilities policy for an outline of our full provision to support pupils with SEND.

The Action Plan on the following pages is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.



| Area to be addressed:   | Responsibility of:  | Priority  | Completion Date:  |
|---|---|---|---|
| <p>Attainment, progress and assessment<br/>(This complements the Teaching, Learning and Assessment policy)</p> <p>The school;</p> <ul style="list-style-type: none"> <li>• Will ensure that pupil attainment and progress of vulnerable groups of pupils will be monitored by to identify trends and patterns of underachievement</li> <li>• Will take action to diminish any disparities in performance between different groups of pupils</li> <li>• Will monitor assessments to ensure that they are, as far as possible, free of cultural or linguistic bias</li> <li>• Will ensure that pupils are appropriately supported in assessments and that particular attention will be paid to identifying and meeting any support needs for groups that are particularly disadvantaged (e.g. travellers, refugees, asylum seekers, pupils for whom English is an additional language, children who receive Free School Meals)</li> </ul> | <p>Teaching Staff / Deputy Headteacher</p> <p>Teaching Staff</p> <p>Deputy Headteacher</p> <p>Headteacher / Assistant Headteacher</p>     | <p>High</p> <p>High</p> <p>High</p> <p>High</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |
| <p>Behaviour, discipline and exclusions<br/>(This complements the behaviour policy)</p> <p>The school will;</p> <ul style="list-style-type: none"> <li>• Monitor exclusions by ethnicity, gender, disability.</li> <li>• Take appropriate action to remove any disparities in rates of exclusion between pupils from different equality groups</li> <li>• Recognise and take into account that cultural, disability background may affect behaviour</li> </ul>  | <p>Headteacher / Local Authority / Deputy Headteacher</p> <p>Headteacher / Deputy Headteacher</p> <p>Headteacher / Deputy Headteacher</p> | <p>High</p> <p>High</p> <p>High</p>             | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>                |

| Area to be addressed:   | Responsibility of:   | Priority  | Completion Date:   |
|---|--|---|--|
| <p>Curriculum</p> <p>The school will ensure that;</p> <ul style="list-style-type: none"> <li>• The curriculum is planned to incorporate the principles of equality, challenging and promote positive attitudes towards diversity</li> <li>• All pupils have access to the curriculum</li> <li>• Resources and displays portray positive images of different groups of people and cultures</li> <li>• Extra-curricular activities and events will cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture, gender, disability and socio-economic</li> </ul>   | <p>Headteacher / Deputy<br/>Headteacher</p> <p>Headteacher / Teaching Staff<br/>Teaching Staff</p> <p>Business Manager</p> | <p>High</p> <p>High<br/>High</p> <p>High</p>                          | <p>Ongoing</p> <p>Ongoing<br/>Ongoing</p> <p>Ongoing</p>                   |
| <p>Staff recruitment and professional development</p> <p>The school will ensure that;</p> <ul style="list-style-type: none"> <li>• All staff are encouraged to develop and work towards achieving their full potential</li> <li>• It has procedures to ensure that applicants for jobs, promotion or professional development opportunities are not discriminated against on equality grounds.</li> <li>• All those involved in recruitment and selection will be trained and aware of what they should do to avoid any discrimination</li> <li>• Applications for posts will be monitored by ethnicity and that the information will be supplied to the LA on an annual basis</li> <li>• Professional development opportunities and promotions will be monitored by ethnicity.</li> </ul> <p>Breaches of this by staff or Governors will be dealt with in accordance with the school's discipline and grievance procedures</p> | <p>Headteacher</p> <p>Headteacher/Governors</p> <p>Headteacher/Governors</p> <p>Admin Staff</p> <p>Headteacher / MAT</p>   | <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |

| Area to be addressed:   | Responsibility of:                                      | Priority                    | Completion Date:              |
|---|---|-----------------------------|-------------------------------|
| <p>Partnerships with parents and the wider community</p> <p>The school will ensure that;</p> <ul style="list-style-type: none"> <li>• All parents are encouraged to participate at all levels in the full life of the school and steps are taken to encourage the involvement of under-represented groups</li> <li>• Information and material for parents is accessible in user friendly language and will be available in languages and formats other than English as appropriate</li> <li>• All parent's views are consulted with regards to how best to cater for individual needs.</li> <li>• All children's views are consulted with regards to how best to cater for individual needs.</li> </ul> | <p>Headteacher</p> <p>Headteacher / Local Authority</p> | <p>Medium</p> <p>Medium</p> | <p>Ongoing</p> <p>Ongoing</p> |
| <p>To continue to support all staff in school on the clear definition of SEN and Disability.</p> <ul style="list-style-type: none"> <li>• Update separate DES policy termly to ensure it details all pupils, staff and stakeholders that have a disability and the provision put in place to support.</li> <li>• School to be aware of any persons who have a legal disability so reasonable adjustments can be made to avoid discrimination.</li> <li>• Meet at least annually with pupils, staff, stakeholders of the school who have a legal disability to review systems and procedures.</li> </ul>   | <p>Headteacher / Deputy Headteacher</p>                 | <p>High</p>                 | <p>Ongoing</p>                |

## Monitoring arrangements

This document will be reviewed at least every 3 years and is required to be approved by the board of governors.

## 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 Disabilities (SEND) policy and annual report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

| Feature                 | Description                                  | Actions to be taken  | Person responsible  | Date to complete actions by |
|-------------------------|--|--|---|-----------------------------|
| Number of storeys       | Single storey school.                        | N/A  |   |                             |
| Corridor access         | Wide access corridors                        | Keep corridors clear of clutter and objects  | All Staff   | Daily                       |
| Lifts                   | N/A  |  |   |                             |
| Parking bays            | 3 disabled parking bays                      | Make sure disabled parking bays are used by people with disabled badges only.  | Mel Dexter<br>(Office Staff)                                    | Daily                       |
| Entrances               | All doors at Windmill are wide access doors. | N/A  |   |                             |
| Ramps                   | N/A  |  |   |                             |
| Toilets                 | Disabled toilets                             | Keep toilets clean and accessible for users.   |   | Daily                       |
| Reception area          | Is large and roomy and has wide access doors | N/A  |   |                             |
| Internal signage        | Is visible and updated regularly.            | Make sure all signage is visible and up to date.   | Lynn Thompson<br>(Caretaking Coordinator)                       | Termly                      |
| Emergency escape routes |  | Make sure emergency escape routes are clear of obstructions and can be accessed easily if needed to in an emergency. | Class Teachers<br><br>Lynn Thompson<br>(Caretaking Coordinator) | Daily                       |