

Improving Curriculum Access at Windmill LEAD Academy

Equal Opportunity practices are evident in

- The formal curriculum (the programme of lessons).
- The informal curriculum (extra-curricular activities).
- The 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).

Access	Item	Activity	Timescale	Cost £ £
1.1	Ensure CPD Training covers the full range of disabilities represented in the school	Provide training sessions for all appropriate staff <i>Whole staff INSET session on narrowing the gap for SEND learners regarding the new code of practice - 31st August 2016</i>	2016-17 on-going	Staff time (after school INSET and training during school day) Outside providers from various teams from LA e.g. BST and Autism Team.
1.2	Ensure ongoing access to all trips and extra-curricular activities for all disabled; SEN and vulnerable pupils	Audit all provision to ensure compliance with an inclusive environment Work with parents to ensure access and make appropriate plans. When organising a trip the school will take into account accessibility for ALL children in the group.	Autumn Term 2016 And on-going <i>All trips to give due consideration to all individual needs</i>	Staff time (risk assessments meeting individual's needs)
1.3	Increase confidence within teaching staff to differentiate the curriculum and target	Learning walks and monitoring of work. Staff INSET regarding SEND	On-going from Autumn 2016	staff time SENCo

Improving the Delivery of Written Information at Windmill LEAD Academy

Access	Item	Activity	Timescale	Cost £
2.1	Improve access to all written information for students and parents with EAL, and for parents with learning difficulties.	<p>Brochures/newsletters/school website are checked for accessibility at a low level of literacy.</p> <p>Ensure academy questionnaires include questions about access to school information.</p> <p>Proof-read all letters home to check for easy to understand English.</p>	On-going	Staff time
2.2	Improve access to all written information for children with communication difficulties e.g. ASD	<p>Explore resources for visual timetables and ensure they are being used in every classroom. (learning walks)</p> <p>Now and then cards used for children as appropriate, including signs and symbols to aid understanding.</p>	<p>Sept 2016</p> <p>On-going</p>	<p>SENCo</p> <p>Management time.</p>
2.3	Increase support for parents of children with disabilities and additional needs.	<p>Website information on provisions for SEND children and updated SEN policy.</p> <p>Parent/pupil questionnaires specifically for those with SEND to better understand parents views.</p> <p>Set up regular coffee/information mornings for parents to meet with other parents and the SENCo.</p>	<p>Autumn 2016</p> <p>And on-going</p>	<p>SENCo</p> <p>SENCo</p>

Disability Access Provision at Windmill LEAD Academy

All students with Disabilities attending Windmill LEAD Academy will be appropriately supported to access the full curriculum offered to all mainstream pupils. The Access Arrangement will be named on the individual's Provision Map. The Provision Map's will detail the range of provision available to the individual child according to individual needs.