



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Windmill L.E.A.D. Academy Accessibility Plan



Windmill L.E.A.D. Academy

ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with the L.E.A.D. Multi Academy Trust, pupils, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Windmill L.E.A.D. Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary, including adding in a lift. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as; equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
8. The Plan will be monitored through the Local Advisory Board (previously known as AAB).
9. The Plan will be monitored by Ofsted as part of their inspection cycle.



This Accessibility Plan should be read in conjunction with the following documents:

Behaviour management Policy

Curriculum Policy

Equality Policy

Health and Safety Policy

SEND and Inclusion Policy

School Prospectus

School Improvement plan

Date of review: June 2020

Contextual Information

Windmill Academy is a two storey building of Victorian era. There is a ramp at the front of the school allowing access to the ground floor. The Nursery/Foundation building is on one level. There are 4 flights of stairs to access the first floor and two to access interventions room midway between the ground and first floor. There is currently no lift access to the second floor.

The Academy Accessibility Plan 2017 - 20

Improving the Physical Access at the Academy

An Access Audit was carried out by Windmill L.E.A.D. Academy in June 2017 and a number of recommendations made:

Item	Activity	Timescale	Cost £
The school is aware of the access needs of pupils, staff, AAB members, parents / carers and visitors	To record any access issues which may arise for pupils as part of induction process, writing of health care plans, Individual provision maps. Be aware of staff, AAB and parents access needs and meet as appropriate. Consider access arrangements during recruitment process		
Disabled Toilets	Access for visitors on the ground floor Access for children on the ground floor	In place New toilets for summer 2018	£2000
Sensory Room	To be located on the ground floor to ensure access for younger children	Completed by spring 2018	£1000
Lift	To be located where there is presently a store cupboard on the ground floor.	Completed by 2020	£10,000
Downstairs classroom (presently Year 2)	Need ramp and door to gain easy access	Completed by December 2017	

The Academy Accessibility Plan 2017-2020

Improving the Curriculum Access at the Academy

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Meeting time is devoted to sharing of good practise/differentiated resources.	Ongoing	Increase in access to the National Curriculum. Needs of all pupils are met
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Ongoing	Needs of all pupils are met. Good progress made by all learners
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils are included in the learning	Ongoing	Increase in access to the National Curriculum. Needs of all pupils are met
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment. Diverse needs of all pupils are recognised and

	with staff to determine the current status of school			celebrated.
Appropriate use of specialist equipment to benefit individual pupils and staff Use ICT software to support learning	Reasonable adjustments checklist to be shared with all staff Make sure the relevant software is purchased, installed and available to use where needed	All pupils who need it have access to ICT software to assist in learning and recording. Wider use of SEN resources in the classroom. Extended use of sensory resources in Foundation and Year 1/2	Ongoing	Increase in access to the National Curriculum. Needs of all pupils are met

The Academy Accessibility Plan 2017-2020

Improving the Delivery of Written Information at the Academy

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats as required	The school will be able to provide written information in different formats when required for individual purposes as required	Ongoing	Delivery of information to pupils improved
Make available school prospectus and other information for parents and carers on website and in paper format	Review current school publications and promote the availability in different formats	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials as required	All school information available for all as required	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.
Ensure that parents and carers receive information from school in a format of their choice	Survey parents to gain information regarding their choice of format (paper or email communications)	Parents and carers will receive information in the medium of their choice	Ongoing	School is more effective in meeting the communication choices of parents and carers. Staff will be aware of



				preferred format for communications amongst parents/carers
Ensure that all school communications use uncomplicated English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose	Ongoing	Parents and carers will be clear as to purpose of communications