

Windmill Hill Primary School

Accessibility Plan 2016 – 2019

Overall Aims

- To improve and increase the extent to which disabled pupils, parents and staff can participate and be socially included in school life;
- To improve and increase the accessibility of the school premises for disabled pupils and visitors
- To improve the range and format of information which is provided for disabled (staff), pupils and their families

Definition of Disability

“ A physical or mental impairment which has a substantial and long-term adverse effect of the person’s ability to carry out normal day-to-day activities”.

Substantial means more than minor or trivial and long-term means that the impairment has lasted or is likely to last, for more than a year.

Mental Impairments include learning difficulties and those that are clinically well recognised.

Overall Objectives: To have a clear picture of the disability and accessibility needs of children and adults in school To have school premises that allow total access to children / visitors with physical / mobility disabilities To ensure all children have total access to the curriculum and extra-curricular provision					
Interim Objectives with associated milestones	Action to be taken	Person/s responsible / involved	Monitoring Who? How? When?	Evaluation Who? How? When?	Costings Resources / INSET etc
By Christmas 2016 a disabilities list will be in place giving the school a clear picture of the accessibility needs of all children on roll at WHPS	Collate information from SIMS re disabilities Discuss with staff and children any additional needs	JG	Well-Being and engagement committee at termly meetings through updates from JG.		
By Easter 2017 have in place an action plan for the school's premises detailing improvements to be made to improve accessibility	Discuss with individuals the extent of their disabilities and establish their accessibility needs. Conduct an accessibility tour of the school to identify areas requiring improvement.	JG			
By Easter 2016 have in place an resource list to identify required equipment to support total inclusion and accessibility to the curriculum	Discuss with individuals the extent of their disabilities and establish their accessibility needs. Identify resources already in school to support accessibility needs. Identify appropriate resources and supplies to provide resources.	JG			Cost of resources identified to support accessibility

This plan will be updated with the actions arising from the above work.