



Accessibility Plan

Ethos and Aims of Windermere School

Windermere School offers a challenging and enriching educational environment across three sites. We believe Windermere School is unique and a very special place, with the right balance of academic emphasis, physical well-being and a commitment to serving society. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove, where reasonable, barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school in our quest to be the 'best small school in the country'. The nature of the school site does create challenges, many of which are clearly identified in the Occupational Health Report (appendix 1).

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. Recently we have improved the external lighting around our Browhead site, painted step nosing externally and installed beacon fire alarms in the sixth form study centre.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. The Learning Support team works alongside staff to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

As at September 2017 Windermere School has 1 student who has an Educational Health Care Plan. The English as an Additional Language department is very significant, in an international school, where 20 nationalities are represented. Pupils with a Special Educational Need work with the Learning Support Team and their parents/carers to create a Student Passport which outlines their need via an individualised, child centred approach.

We have a number of pupils with medical disabilities. These include dyslexia, hearing impairments and epilepsy. All of our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips and after school activities).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Windermere School.

ACTION PLAN

The following has been carefully considered by the Operations Manager (SLT), the Director of Student Pathways and Careers (SMT) and the Head of Learning Support. Their expertise has been incorporated to devise the action plan. They have considered the following standards, the Occupational Health Report (appendix 1) and have worked in conjunction with other schools policies such as Equal Opportunities and Learning Support and Special Educational Needs and Disability Policy.

ISI Regulatory Standard	Description
Schedule 10 (2)(a)	3. Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. 2(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Curriculum Access					
Increase the confidence of all staff in differentiating the curriculum.	<p>Be aware of staff training needs on curriculum access.</p> <p>Assign CPD for specific learning difficulties, provide information to assist staff to make their curriculum subject and learning environment accessible to learners with SEND.</p> <p>Online learning modules, such as NASEN.</p>	On-going and as required	<p>Staff questionnaire/ appraisal</p> <p>Access to external speakers, CPD time</p> <p>Membership of NASEN, The Key, SNIP</p>	<p>Head of Learning Support/ Learning Support Coordinator for SEND</p> <p>Heads of Faculty</p>	SMT
Ensure Learning Support Assistants have specific training on disability issues.	Identify relevant training needs through appraisal and skills audit.	As required identified through appraisal and learner's needs	Access to training budget to cover the costs of training, qualifications and day courses, membership of SEND organisations such as NASEN, BDA.	Head of Learning Support/ Learning Support Coordinator for SEND	SMT
Ensure all staff are aware of SEND pupils' needs relating to access to the curriculum.	A system of Student Passports have been set up, which provide staff with information regarding an individual's difficulties and challenges and reasonable adjustments that need to be made for the individual to make progress with their learning.	On-going	<p>Administration time</p> <p>SIMs</p>	<p>Head of Learning Support/ Learning Support Coordinator for SEND to produce passports with pupil and parent involvement.</p> <p>Staff are responsible for making themselves aware of an individual needs.</p>	SMT

Use of assistive technology to support learning and exam access arrangements.	Identify appropriate software to meet current and future need that is compatible with the School network and individual machines.	Sept 2017	Text to speech software such as: Text Help/ Claro Read (Cost dependent on type of licence) Exam Reading Pens: £200 each Speech to text software, such as: Dragon Naturally Speaking (Cost dependent on type of licence)	ICT	Curriculum Access Use of assistive technology to support learning and exam access arrangements.
Physical Access					
Browhead Campus	The steep, sloping nature of the site makes general movement very difficult for anyone without full mobility. The nucleus of the site can be accessed by parking close to the main building and there is level access for the dining room and ground floor of Browhead. There is Only One designated Disabled parking space near reception, mobile ramps to get over the threshold and a disabled toilet located in the Jenkins building of the dining room. The only automated door is located to Jenkins. See appendix 1 for current Occupational Health Report.				
Site access	Further designated Disabled Parking spaces are required across site	Summer 2017	Identify locations and assign spaces. £600	Operations Manager	SLT
Accessible main building.	There are internal, shallow flights of steps that need to be ramped to allow full internal wheelchair access to the ground floor, including Crampton Hall (Senior Council balcony)	Spring 2018	Ramping of 5 shallow staircases. Main Entrance, Reception Threshold, Reception to Crampton, Browhead rear door x 2 IRO £3,500 Automatic doors installed to the rear corridor, Crampton and main entrance. IRO £2,000 installation then £500 pa for servicing.	Operations Manager	SLT

Accessible welfare facilities	The connecting walkways between Browhead and Jenkins need to include pedestrian segregation or ramp on the terrace doorway step.	Summer 2018	Ramp terrace door to Terrace, IRO £500 Automatic door to terrace. IRO £1,000	Operations Manager	SLT
Accessible learning area	The Library is to be converted into an accessible classroom.	Summer 2018	Automatic door closure New Furniture, T Loop, Media projector and screen, IRO £5,000 Teaching Assistant and assessment of cross curricular suitability.	Operations Manager, Headmaster.	SLT
Accessible Science	Science can be accessed if a disabled parking space is installed at the top entrance, leaving all of the main Lab areas accessible at ground level.	Autumn 2019	Designated parking area, Install a nearby accessible toilet or designate teaching assistant as driver to Jenkins.	Operations Manager, Headmaster.	SLT
Accessible Sport	The artificial pitch is only accessible with a car and would require a designated driver. The sports hall has an accessible changing room but this requires significant modernisation.	Summer 2019	Ramp to rear steps, modernisation of the accessible changing room. IRO £3,000	Operations Manager.	SLT
Hearing assistance	There is already a T-Loop in Crampton hall to support presentations and a mobile t loop for reception and teachers to use as required. The Fire alarm has a beacon in the 6 th form study centre and at most other times hearing impaired students would be accompanied.	Autumn 2017	Install a fire alarm beacon in the toilets, where students could be unaccompanied. IRO £200 each If a student with hearing impairment is resident in the school, risk assess the need to install a fire vibration alert and / allocate a staff member / buddy to check they have been woken promptly.	Operations Manager	SLT

Visibility Assistance	The site has had the external lighting upgraded with LED lighting to improve lux levels at night. Step edges have been painted to assist visibility but this needs completing around site.	Autumn 2017	Further improve the External lighting with LED lighting.	Operations Manager	SLT
Elleray Campus	The Elleray site has some slopes but its biggest hurdle to access is the building design. All main doorways have stairs and teaching spaces on the first floor, second floor, cellar and Pods are not accessible to a wheelchair. With ramps installed the site would still be difficult for unaccompanied wheel chair access due to the gradient of slopes.				
Site access	There is a designated Disabled parking space at the top of the turning circle and a drop off point again located in the turning circle.	Summer 2018	Improve the signage and hatching around this parking and investigate option of second space.	Operations Manager	SLT
Accessible site	An accessible toilet is located on the cellar floor but there is a threshold step and cobbled drive to negotiate to get there.	Autumn 2017	Tarmac a pathway through the cobbles, and ramp the threshold. IRO £2,000	Operations Manager	SLT
Accessible building	main A ramp and automatic doors is required at the main entrance to provide access to the main building including the hub which can be used as an accessible learning space.	Summer 2018	IRO £10,000	Operations Manager	SLT
Accessible curriculum areas.	The art block could be made accessible with the introduction of a ramp at the entrance. The tennis courts and sports hall are accessible with assistance if the toilet is used as a segregated changing space. Music, Science, drama, IT and DT would need to be relocated with a special access plan.	Summer 2018	Supply and installation of a stair way evacuation chair. £2,000 plus £300 pa for servicing.	Operations Manager	SLT

Hearing assistance	<p>Students are supervised closely in most scenarios making a buddy support system for a fire alarm suitable. The teachers are also designated a floor area for checking is clear, including toilets.</p> <p>There is a portable T loop mic at reception that can be used by teachers.</p>	Summer 2017	<p>Installation of a fire alarm beacon in the toilets. £200 each.</p> <p>Purchase more portable T loop mics as required.</p>	Operations Manager	SLT
Visibility assistance	<p>The internal lighting is of a reasonable standard and this is also the case close to the building.</p> <p>The uneven paths need some work to make even and the steps need painting with white paint.</p>	Autumn 2017	Further improve the External lighting with LED lighting.	Operations Manager	SLT
Hodge Howe Campus	The site at Hodge Howe is located in natural woodland with gravel tracks, natural material beach and lake access and steps to the pavilion, and Jetty. There is access through the boat house to the lake via the concrete based boat house which could be used for access with assistance. The Pavilion does not have wheelchair access or an accessible changing facility and this needs to be included in future development. The plan is that the pavilion will be replaced in the next three years.				
Site Access.	There is no designated disabled parking but due to the closed number of vehicles accessing the site it would be practical to park according to group need.	N/A			SLT
Accessible main buildings.	The pavilion is approached by steps at the front and the rear of the building and at least one of these is to be ramped.	Winter 2018	Install at least one ramp access and an accessible changing room when the Pavilion is replaced.	Operations Manager	SLT
Hearing assistance	<p>Students are supervised closely in most scenarios making a buddy support system for a fire alarm suitable.</p> <p>There is a portable T loop mic at reception that can be used by teachers.</p>	Summer 2017	<p>Installation of a fire alarm beacon in the toilets. £200 each.</p> <p>Purchase more portable T loop mics as required.</p>	Operations Manager	SLT

Visibility assistance	<p>The site is only used by students during the day.</p> <p>The uneven paths need some gravel spreading to make even and the steps need painting with white paint.</p>	Autumn 2017	Further improve the External lighting with LED lighting.	Operations Manager	SLT
Access to Information	Tasks	Timescale	Resources	Responsibility	Monitoring
Newsletters and information	<p>Varied formats of the newsletter and other documents to be available on request.</p> <p>Review accessibility of the newsletter and other documents for parents and agents.</p>	April 2017	Staffing time	Head of Marketing and Admissions	SMT
Admissions Information	Ensure that parents and carers are asked if they have any accessibility requirements that they make contact with the admissions department to let them know so reasonable adjustments can be made.	April 2017	Staffing time	Head of Marketing and Admissions	SMT
Website	<p>Include on website information about contacting school for alternative formats.</p> <p>Consider the viability of translate buttons on the school website to allow access for international parents as language can be a barrier.</p>	May 2017	Staffing time	Head of Marketing and Admissions	SMT
Student information	Conduct a student review for those with a hearing impairment to ensure that all important information has been relayed to them in an effective manner.	July 2017	Staffing time	Director of Student Pathways and Careers	SMT

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