

Windermere Educational Trust Limited

**Three Year Accessibility Plan**

September 2022 – August 2025

Updated September 2022

Due for 3-year review Summer term 2025

**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 but 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 and completed a service review of the Crampton Hall T Loop.

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 2021 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 numerous 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 sensory impairments and 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 Senior Deputy Head (SLT) 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 school policies. The Operations Manager works alongside the Governors via the F+GP group to evaluate the priority actions required each term and as required.

The aims of this work are to:

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- Improve 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.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<b>Curriculum Access</b>					
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>	SLT
Ensure staff 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	SLT

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 and as required	Administration time  SIMs	Head of Learning Support/ Learning Support Coordinator for SEND to produce passports with pupil and parent involvement.  Staff are responsible for making themselves aware of an individual needs.	SLT
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.	Ongoing	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	ICT	Curriculum Access  Use of assistive technology to support learning and exam access arrangements.
<b>Physical Access</b>					
<b>Browhead Campus</b>	<p>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.</p> <p>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.</p>				
Site access	Further designated Disabled Parking spaces are advised across site e.g. outside Jenkins and outside the Sports Hall	These are made available during events for External visitors.	Identify locations for permanent designation and assign spaces. Create on-wall signage for clarity.	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 portable ramps have been purchased and are in use. Numbers accessing Crampton hall are limited to two manual wheelchairs. The hall is not suitable for motorised chairs.	Summer 2023	Next steps – fit bolted sockets to secure the portable ramps	Operations Manager	SLT
Accessible welfare facilities e.g. catering and toilets	The connecting walkways between Browhead and Jenkins follow the terrace and are on gravel, meaning assistance for manual wheelchairs is required. This access route is only used by visitors at present.	Individual Risk assessment if required.	Manual wheelchair users are able to enter the current small threshold.	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 Sixth Form Study Centre and at most other times hearing impaired students would be accompanied.	Individual Risk assessment if required.	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
<b>Elleray Campus</b>	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.				
Accessible site	An accessible toilet is located on the cellar floor but there is a threshold	Under review	Path levelling measures have been	Operations Manager	SLT

	step and cobbled drive to negotiate to get there.		quoted. IR0 £2,000		
Accessible main building	The building is only accessible on the first floor with assistance. A portable ramp has been purchased but the gradient is too steep for unassisted access. The intercom is only accessible at the top of the steps so signage to request assistance via phone is required..	Autumn 2022	Install a sign "call reception on 015394 43308 if you require assistance"	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. Use of other areas would be timetabled if the need arose	Under review	Asses when required.	Operations Manager	SLT
Hearing assistance	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.  There is a portable T loop mic at reception that can be used by teachers.	Achieved and now under review	Next steps - Installation of a fire alarm beacon in the toilets. £200 each.  Purchase more portable T loop mics as required.	Operations Manager	SLT
Visibility assistance	The internal lighting is of a reasonable standard and this is also the case close to the building.  Individual risk assessments for visually impaired pupils have been completed and steps, and thresholds in these areas have been painted Yellow to give a contrast. Furniture in classrooms have also been selected to give a visual contrast, where possible.  The uneven paths need some work to make even. External lighting with LED	Autumn 2022 and 2023	Level the cobbled area and uneven curb stones.	Operations Manager	SLT

	has been installed lighting in a phased project from 2019 to 2022.				
<b>Hodge Howe Campus</b>	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 could be ramped.	According to need	Install at least one ramp access and an accessible changing room when the Pavilion is replaced.	Operations Manager	SLT
Hearing assistance	Students are supervised closely in most scenarios making a buddy support system for a fire alarm suitable.  There is a portable T loop mic at reception that can be used by teachers.	Ongoing	Installation of a fire alarm beacon in the toilets. £200 each.  Purchase more portable T loop mics as required.	Operations Manager	SLT
Visibility assistance	The site is naturally uneven, and an individual risk assessment will be completed for users as required	Lighting upgrade underway 2021 - 22	Further improve the External lighting with LED lighting.	Operations Manager	SLT

Achieved and ongoing:

Access to Information	Tasks	Resources	Responsibility	Monitoring
Newsletters and information	Varied formats of the newsletter and other documents to be available on request.  Review accessibility of the newsletter and other documents for parents and agents.	Staffing time	Director of External Relations	SLT
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.	Staffing time	Director of External Relations	SLT

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>	Staffing time	Director of External Relations	SLT
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.	Staffing time	Deputy Head	SLT

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