WINDERMERE SCHOOL
FOUNDED 1863

17.b Three Year Accessibility Plan
September 2024 – August 2027
Updated September 2025
Due for 3-year review Summer term 2027

Ethos and Aims of Windermere School
Windermere School offers a challenging and enriching educational environment across the educational estate, including Brow head Campus and Hodge How. 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 2025 Windermere School students whom require Educational Health Care Plans. 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 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 Director of Operations / Operations Manager works alongside the Governors via the Finance &General Purpose (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
Curriculum Access					
Increase the confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. Assign CPD for specific learning difficulties, provide information to assist staff to make their curriculum subject and learning environment accessible to learners with SEND. Online learning modules, such as NASEN.	On-going and as required	Staff questionnaire / appraisal Access to external speakers, CPD time Membership of professional bodies such as NASEN	Head of Learning Support/ Learning Support Coordinator for SEND Heads of Faculty	Deputy Head
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	Head of Learning Support/ Learning Support Coordinator for SEND	Deputy Head

			organisations such as NASEN, BDA.		

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Curriculum Access					
Ensure all staff are aware of SEND pupils' needs relating to access to the curriculum.	A system of Pupil Passports (one page profile) 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 pupil passports (one page profile) with pupil and parent involvement. Staff are responsible for making themselves aware of an individual needs.	Deputy Head
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.
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 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	Dir of Operations
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 2025	Next steps – fit bolted sockets to secure the portable ramps	Operations Manager	Dir of Operations
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	Dir of Operations
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	Dir of Operations

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			Ops manager
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	Ops manager
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	Ops manager
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	Ops manager

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	Head of Marketing	Head
Admissions Information	Ensure that parents and carers are asked if they have any accessibility requirements that they make contact	Staffing time	Head of Marketing	Head

	with the admissions department to let them know so reasonable adjustments can be made.			
Website	Include on website information about contacting school for alternative formats. Consider the viability of translate buttons on the school website to allow access for international parents as language can be a barrier.	Staffing time	Head of Marketing	Head
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	Head of Marketing	Head