



Winchelsea School

**Guernsey Road
Poole, BH12 4LL**

Accessibility Policy and Plan			
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Review Cycle	Triennially	Review Due	01.09.2027
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Introduction

Winchelsea is a special school for pupils aged 4 – 19 and designated for pupils with complex needs. As one of four specific special schools in the Bournemouth, Christchurch and Poole Borough, the school encompasses a wide catchment area. All pupils have an Education, Health and Care Plan. The school is increasingly taking pupils with more complex profiles.

The majority of pupils come from within the Poole area although a small number come from Bournemouth and Dorset and surrounding areas. Most are transported to school via minibuses. Approximately 10% are brought to school by parents / carers. Almost all pupils are of White British heritage and speak English as their first language. The pupils come from a variety of socio-economic backgrounds. Approximately 60% of pupils are eligible for Pupil Premium Funding.

We believe that this Accessibility Policy and Plan reflect current legislation and requirements as specified in Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3-year period.

Vision Statement:

‘I am, I can, I will’

Winchelsea is a safe, welcoming and nurturing school where pupils, families and staff are included and valued equally. Together we provide opportunities for every child within school and in the wider community to grow in confidence and develop a love of learning. Every child is encouraged and challenged to become as independent as they can be to prepare for life beyond Winchelsea.

We aim to:

- Promote open and honest communication throughout the school and its wider community.
- Set high standards and expectations for each child according to their individual needs and abilities.
- Provide a holistic, personalised curriculum that supports the academic and personal development of each child through encouraging responsibility, independence, self-awareness and the skills to make positive choices.
- Celebrate diversity by promoting personal, social, moral, spiritual and cultural development, encouraging creativity, and inspiring respect for themselves and others regardless of race, gender, age or disability.

- Continually develop a professional and approachable staff team who inspire confidence in the support given to children and their families across all areas of the school.

Access and School Policy and Procedures

We adhere to Equality Act of 2010 throughout all our policies and practice to ensure pupils are able to access learning and the school environment.

Access to the Curriculum

We provide a differentiated curriculum, comprising a Formal Curriculum and a Semi-Formal Curriculum. We ensure all pupils can access activities that we offer and adaptations to equipment and activities that are designed to fulfil this aim.

For pupils to access the curriculum, lessons are highly differentiated and take account of individual learning difficulties. Priority is placed on pupil participation, as independently as is possible. Staff are clear about the learning objectives of the lesson, class and individuals.

Good communication is supported using signing, symbols and low- and high-tech communication aids. All pupils have access to appropriate computer technology.

The school has classrooms that can accommodate up to 12 pupils. We also have bespoke rooms for therapy and participation support. Winchelsea School has resourced provision for Speech and Language Therapy, Physiotherapy, Occupational Therapy, Sensory Integration Therapy, Pastoral Care work and Behaviour Support to ensure that we meet the various needs of our pupils. We use adapted curriculum materials and sensory approaches for children with sensory impairments to help us ensure pupils can access learning materials and experiences.

As a school we encourage independence in our pupils and strive to ensure that they experience full and rewarding lives. The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN (Special Educational Needs) inspector/advisors, and of appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Access to the School Environment

The main school building was built during 1970s with additional external buildings and mobile classrooms being added at later dates. The school has endeavoured to make reasonable adjustments to ensure any child or adult with a physical disability is able to access key areas of the school's buildings. A significant refurbishment was carried out during the summer of 2018, which created a new reception area and main office. More recently the school has developed an onsite teaching space for its new Sixth Form as well as a Life Skills base. We also have several satellite settings, which follow the same principles as our main site.

Across all our sites, the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to Information

All information issued by the school aims to be user friendly. Newsletters and letters incorporate photographs. Sign-a-long, signing and symbols (Communication in Print) are used throughout the school to support the pupils' communication, reading and understanding. The school offers Signing workshops for parents and teachers. The school operates the National Autistic Society's Early Bird and Early Bird Plus Programmes (funded by the Bournemouth, Christchurch & Poole council) to parents within the locality whose children have received a diagnosis of Autism Spectrum Disorder.

We encourage parents and professionals to take up the offer of having communications sent to them electronically.

For a child with a visual impairment, we will receive support from the Bournemouth, Christchurch & Poole council in modifying printed materials into a format to meet the needs of individual children and for parents who might also have a visual impairment.

As appropriate the school will avail itself of local services, including those provided through the Bournemouth, Christchurch & Poole council, for providing information in alternative formats when required or requested.

School Access Planning

The School is committed to providing an accessible environment, including reasonable adjustments, which values and includes all pupils, staff, parents / carers 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.

The School 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:

1. Increasing access for disabled students to the **curriculum**. This will include 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.
2. Improving access to the **physical environment** of the school. This will include improvements to the physical environment of the school and covers provision of specialist or auxiliary and physical aids to learning.

3. Improving the delivery of **written information** to pupils, staff, parents and visitors with disabilities. This will include planning to make written information more accessible to taking into account the disabilities of recipients and their preferred formats.

Disruption to Provision

In light of the Covid-19 pandemic, there is a need to have in place a number of mitigations in the event of the pupils having access to the site restricted. Although these mitigations would depend on the nature of the disruption, examples used during the pandemic include –

- Remote Learning.
- Saturday access for social purposes.
- Summer School access for catch-up purposes.
- Health & Safety mitigations, such as deep cleaning, sanitiser stations, regular hand-washing and wearing protective face coverings in 'public' spaces.

A separate Action Plan relating to these key aspects of accessibility is in place. This plan will be reviewed and adjusted on an annual basis or as necessary. The plan will be fully updated every three years.

The Action Plan will be monitored by the Full Governing Body on an annual basis, in order to inform the development of the Action Plan. In addition, the Accessibility Policy and Action Plan will be reviewed towards the end of the three-year cycle in order to continue to have an appropriate plan in place for the following period.

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

Associated Policies and Plans

This plan should be read in conjunction with other relevant documents including:

- Equality Policy and Plan
- Health and Safety (including off-site safety)
- Safeguarding Policy
- Special Educational Needs Policy
- Special Education Needs Information Report
- EYFS Policy
- Pupil Premium Statement
- Behaviour Policy
- Promoting British Values Document
- School Improvement Plan
- Premises Maintenance Schedule
- Admissions Policy

The Plan will be monitored by the Full Governing Body.

Winchelsea School Accessibility Plan 2024-2027

TARGET	STRATEGIES	EXPECTED OUTCOMES	TIMEFRAME / LEAD PERSON	MONITORING AND EVALUATION IMPACT (entries to be made on an ongoing basis)
Access to Curriculum Ensure that equality and diversity principles are fully understood by all staff. Ensure that pupils access an appropriate curriculum and have a clear pathway through school and beyond Ensure that all cohorts of pupils are performing as well as the school average. Ensure the curriculum is broad and balanced, and covers equality and diversity throughout.	▪ Develop clear curriculum pathways, for all pupils from EYFS to Post 16. Ensure staff are able to deliver curriculum content to a high standard. ▪ Upskill staff in their understanding of equality and diversity issues. ▪ Track progress across a wide range of cohorts i.e. gender, ethnicity, level of need, socio economic groups etc. ▪ Analyse data to identify gaps in learning and trends. Ensure interventions are put in place to close these gaps. ▪ Ensure whole school themes and assembly themes cover topics around respect and prejudice.	▪ All pupils are prepared for the wider world ▪ All pupils are successful and have a love of learning ▪ All pupils are valued equally. ▪ All will recognise and respect difference and diversity. ▪ All will foster positive attitudes and relationships and a shared sense of cohesion and belonging. ▪ We aim to reduce and remove inequalities and barriers. ▪ We consult and involve widely. ▪ We address prejudice and prejudice related bullying.	From September 2024 ▪ SLT / DHT to monitor ▪ Termly data collection & tracking by AHT ▪ Post 16 - AHT	▪ Headteacher to monitor and report to FGB. ▪ Progress and attainment will be evident for all pupils. ▪ Any gaps identified and interventions implemented. ▪ Displays will evidence pupil achievement. ▪ Assemblies will cover topics around respect and prejudice. ▪ Any gaps identified and addressed. ▪ Upturn in the quality of teaching and learning and pupil progress will be good or better. ▪ Analysis and feedback to parents and carers. Pupil questionnaires analysed and areas for

	▪ Audit curriculum to ensure sufficient coverage of appropriate PHSE learning. ▪ Undertake questionnaires with all pupils, parents and carers. ▪ Actively seek opportunities for Winchelsea pupils to participate with special and mainstream schools.			development identified. ▪ Activities shared with FGB and parents / carers informed via the newsletter.
Access to Curriculum Ensure incidents of challenging behaviour do not hinder the learning of others.	▪ Devise bespoke education packages focused on each pupil's strength. ▪ Write Pupil Participation Plans (PPP) that are implemented and effective. ▪ Implement the use of IRIS as a behaviour reporting system. ▪	▪ All appropriate pupils will have a PPP in place. ▪ Incidents will be analysed effectively and interventions put in place for those whom require it. ▪ Support for pupils with SEMH (Social, Emotional and Mental Health) needs will increase and lead to less absence from lessons	From September 2024 Safeguarding Lead to monitor and feedback to SLT and FGB	▪ Termly report to FGB. ▪ Termly meetings with Behaviour Leader and link Governor. ▪ Learning Walks undertaken by SLT and Subject Leads.
Access to Information External accessibility - ensure all relevant and statutory information about the school is fully accessible on the website and the school app.	▪ Develop the school website ▪ Expand the use of the Schoolzine App	▪ Improved communication with all stakeholders.	From September 2024	▪ SLT and Link governor regular website assessment.
Access to Information Ensure printed information is available to interested parties.	▪ School Prospectus to be available in large size print. ▪ Additional brochures available for Post 16 / 16-19 Pathways	▪ Improved access to information by those with visual impairment.	From September 2024	▪ Accessibility review by Headteacher and link Governor.

Access to Information Ensure that total communication is fully embedded within the school to ensure full access to learning for all pupils.		- Improved access to communication for those with hearing impairment. - Improved use of AAC's	From September 2024	Accessibility review by link Governor.
Access to the Physical Environment Review external / internal environment to ensure it meets the diverse needs of pupils, staff, parents and community users.	- Increased social areas for a wider range of pupils - Further development of safe spaces & play areas (incl satellite settings) - Further development of outdoor curriculum areas	- Improved facilities for pupils to access outside play. - Improved pupil facility to support independence. - A stimulating learning and play environment for the EYFS pupils will have been created.	By Summer 2025	Headteacher, SLT and link Governor.