# The Winterton Federation
# Accessibility Plan

**"TO BE THE BEACON FOR LEARNING"**
**"Let your light shine so others may see your good deeds|" Matthew 5:16.**

**Purpose of the Plan**
The purpose of this plan is to show how The Winterton Federation, consisting of, Winterton Church of England Infants' School and Winterton Junior School, intend, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

**Definition of disability**
Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities." Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This includes pupils with medical needs.

**Key Aims**

- To ensure all disabled pupils are fully involved in school life and are making good progress;
- To identifying barriers to participation and find practical solutions to overcoming these;
- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate;
- To work collaboratively with the disability team to ensure all disabled pupils needs are met.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils;
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

**Principles**

- Compliance with the Equality Act is consistent with The Winterton Federation's aims and equal opportunities policy and SEN information report;
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
    - Not to treat disabled pupils less favourably;
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
    - To publish an accessibility plan;
- In performing their duties governors have regard to the Equality Act 2010;
- The Winterton Federation

  - Recognises and values the young person's knowledge of their disability and the parents'/carers knowledge of their child's disability;
  - Recognises the effect their disability has on his/her ability to carry out activities;
  - Respects the parents' and child's right to confidentiality;
- The Winterton Federation provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

**Increasing access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of The Winterton Federation, such as participation in after school clubs, leisure and cultural activities or school visits. Our Special Educational Needs and Disability Policy, Local Offer and SEND Information Report outline the provision the federation already has in place to support pupils with special educational needs and disabilities (SEND). This includes:*

- Identification of SEND at a very early stage through close liaison between both the federation schools, supported by individual provision maps, strategy sheets and the SEND register;
- High-quality adaptive teaching from all members of staff;
- Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback;
- Listening to pupil and parent/carer views and considering them in all aspects of school life;
- Regular training opportunities for staff on SEND and appropriate teaching and learning strategies;
- Increasingly specialised in-class support or guidance from trained Teaching Assistants;
- Specific specialist intervention to build skills (particularly for English and Maths) in small groups and/or adapted timetables. Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist and the disability team) on how to adapt the curriculum and teaching strategies for pupils;
- Special access arrangements for internal and external exams;
- Specific target setting and monitoring to ensure all pupils with SEND make at least sufficient progress and accelerated progress in intervention groups;
- Regular meetings and conversations with parents and ongoing home-school liaison;
- A structured Y2/3 and Y6/7 transition programme for vulnerable students;
- Multi-agency support coordinated by the federation's SENDCo and Pastoral Team.

**Improving access to the physical environment of The Winterton Federation schools**

*This includes improvements to the physical environment of each school and physical aids to access education. Each school environment already incorporates many features to ensure accessibility to pupils with disabilities. These include:*

- Disabled parking spaces and access for staff, visitors and parents;
- Lifts to access different levels of the Junior school building;
- Disabled toilets;
- The use of physical aids to support learning, such as writing slopes, sensory cushions etc.
- Ensuring that displays are not hyper-sensory;
- Ramps which ensure full access to each school site, including outdoor areas;

- Customised furniture and equipment are available when needed.

**Improving the delivery of written information to disabled pupils**
This includes planning to make written information that is normally provided by each school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information takes account of pupils' disabilities and pupils' and parent's/carer's preferred formats and be made available within a reasonable time frame.

Teachers and Teaching Assistants consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils. In addition, the federation makes the following available as appropriate:

- Differentiated resources with particular attention to reading age, plain English, images and layout;
- Laptops and other digital technologies;
- Voice activated software for use in lessons;
- Coloured overlays for text;
- Tactile/sensory resources;
- Readers and/or scribes in exams, where appropriate.

**Financial Planning and control**
The Executive Headteacher, Senior Leadership Team (SLT) and the Resources committee review the financial implications of the accessibility plan as part of the normal budget review process.

**Accessibility Action Plan - Next Steps**

| **Access to the physical environment** | | | | |
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| **Accessibility Outcome** | **Action to ensure Outcome** | **Who is responsible?** | **Long, medium or short-term** | **Time Frame** |
| All members of staff will be aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors. | To create access plans for individual disabled pupils as part of the SEN Support process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process. | SENDCo<br>All staff | Long-term | Continuous/as and when needed |
| The layout of each school will allow | Consider the needs of disabled pupils, parents/carers or visitors. Ensure that all | SENDCo<br>SLT | Short-term | Ongoing |

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| access for all pupils, staff and visitors to all areas. All areas will remain swept, clear and clutter free. | routes are disability friendly, such as appropriate ramps, disabled parking/toilets. | Caretaker | | |

| **Access to the curriculum** | | | | |
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| **Accessibility Outcome** | **Action to ensure Outcome** | **Who is responsible?** | **Long, medium or short-term** | **Time Frame** |
| Every child will have full access to the wider curriculum. | Staff will ensure that work and the recording of the learning is differentiated appropriately through adaptive teaching to allow all pupils to access every topic. | SENDCo<br>All staff | Medium-term | Continuous |
| ICT software will be used to support learning when needed. | Make sure software is installed where needed. Increase the use of SEND resources in the classroom. | SENDCo<br>All staff | Long-term | Continuous |
| All educational visits will be accessible to all. | Develop guidance for staff on making trips accessible, incorporating parent and pupil voice. Ensure each new venue is vetted for appropriateness, and an additional risk assessment is completed when needed. All pupils in school will be able to access all educational visits and take part in a range of activities. | SENDCo<br>All staff | Long-term | Continuous |

| **The delivery of written information to disabled pupils** | | | | |
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| **Accessibility Outcome** | **Action to ensure Outcome** | **Who is responsible?** | **Long, medium or short-term** | **Time Frame** |
| Information to parents/carers will be reviewed regularly to ensure that it is accessible and up to date. | Provide information and letters in clear print and in “simple” English. School office staff and SENDCo will support and help parents to access information and complete school forms. | Office Staff<br>SENDCo | Long-term | Continuous – reviewed every term |
| Improve the delivery of information in writing in an appropriate format. | Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment, in addition to other appropriate aids such as writing slopes and overlays. | SENDCo<br>Class Teacher | Long-term | As required |

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**Responsibilities**

- All staff are responsible for identifying and removing barriers to learning for disabled pupils;
- All leaders are responsible for improving accessibility within their area of responsibility;
- The Governing Board is responsible for the approval of this plan;
- The Executive Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan;
- The Winterton Federation SENDCo is responsible for ensuring that all current pupils' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled pupils' needs.

***Plan written by: Sue Waters and Cheryl Baxter Summer 2023, updated 2026***
***Plan approved by governors: Summer 2026***
***Plan agreed by staff: Summer 2026***
***Plan Review Date: Summer 2029***