



Winchmore
School

learning to realise potential

Accessibility Policy



Last Reviewed:	May 2025
Next Review Date:	May 2028
Review Committee:	Resources Committee

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1. Aims

Winchmore's Accessibility Plan is designed to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Our school aims to provide the highest quality education for all pupils, enabling them to reach or exceed their potential and treat everyone fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Of the 1779 pupils on roll, 9.5% are SEND K and 5.5% have an Education Health Care Plan (EHCP).

At Winchmore we operate a policy of inclusion and aim to deliver the curriculum by differentiating work appropriately in lessons. All of our teachers are teachers of Special Educational Needs and Disability (SEND) and the SEND Code of Practice (2015) emphasises that high quality differentiated teaching is both an entitlement and the first step in responding to pupils who have or may have special educational needs. However, additional training may be provided for staff where specific needs necessitate this. The School's SENDCO/Inclusion Manager, along with the Deputy Headteacher Care Guidance and Support, and the School Business Manager, has responsibility for identifying any additional training requirements as they emerge.

In addition to quality classroom teaching for all, we take pride in the knowledge that, where necessary, we offer a range of effective and personalised interventions to meet specific learning needs. For example students with significant emotional needs are taught in Key Stage *Studios* where the same curriculum is followed, but in a smaller environment with a higher teacher pupil ratio.

All of our provisions, whether classroom based or otherwise, are rigorously evaluated to ensure the best outcomes for our students. As part of the School Improvement Cycle, each Faculty reviews its provision and the impact of changes at least five times a year. In addition, subject reviews are conducted by an internal team where there are specific concerns. For students with an EHCP, monitoring and evaluation arrangements will be set out in the plan, and for others this will be conducted by a member of the Inclusion Faculty at least once a term.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The School supports any available partnerships, in particular with Enfield Council, to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. The complaints procedure sets out the process for raising concerns relating to accessibility in school.

We have included a range of stakeholders in the development of this accessibility plan, including [include as appropriate: pupils, parents, staff and governors of the school.

The plan will be made available online on the school website, and paper copies are available upon request.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Winchmore is required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Accessibility Plan

CURRICULUM			
AIMS	STRATEGIES	TIMEFRAME	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Winchmore school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils Ensure all information is accessible to all students Care Plans updated to contain details of needs/adaptations required Ensure electronic devices and enlarged printed resources are available to students with additional needs (e.g. visual impairment) to aid students' learning Work with external specialist agencies who provide advice and support to students with e.g. hearing or sight impairment Students set achievement targets based on prior attainment Progress towards targets measured at regular intervals in progress sheets 	<p>Ongoing</p> <p>Termly progress checks. Data collection</p> <p>Review conducted on arrival by SENDCO/Inclusion Manager and Premises Manager if required</p>	<p>Appropriate personal resources made available to facilitate the learning of all.</p> <p>Modified assessment arrangements ordered/scheduled, as required.</p> <p>Identified adaptations in place</p> <p>All student needs are met and they are able to reach their full potential.</p> <p>Students making good academic progress relative to their prior attainment.</p> <p>Social Development (age appropriate)</p>

PREMISES			
AIMS	STRATEGIES	TIMEFRAME	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>Continue to review the accessibility of the school site when new developments arise. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Lifts ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair height <p>Health Care Plans updated to contain details of needs/adaptations required</p> <p>Assess the suitability of equipment and furniture for pupils' needs</p> <p>SENCO to review any specific barriers to learning</p> <p>Our school's internal signage ensures that all students can navigate the school site</p> <p>Individual timetables to minimise movement where appropriate.</p>	<p>Ongoing</p> <p>We will continue to review the accessibility of the school site when new developments arise.</p>	<p>Ensure all stakeholders have access to the premises.</p> <p>All learners' needs are met.</p> <p>Identified adaptations in place - Learners have appropriate access to learning resources</p> <p>Physical well being good - students integrated with their peers</p>

6. Monitoring Arrangements

The School Business Manager, along with the Premises Manager, has responsibility for adaptations to, and development of, the built learning environment. The Deputy Headteacher (Provision and Progress), along with the SENDCO, has responsibility for adaptations to, and development of, the curriculum and adaptation of learning strategies.

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body (Resources Committee) and School Business Manager. It will be approved by the Governing Body.

7. Links with Other Policies

This Accessibility Plan is linked to the following policies and documents:

- [Health and safety policy](#)
- [Special educational needs \(SEN\) Policy](#)

8. Useful Links

Equality Act 2010:

- [schedule 10 of the Equality Act 2010](#)
- [guidance for schools on the Equality Act 2010](#).

SEN Code of Practice:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)