



Windsor Community Primary School

Accessibility Plan 2023 - 2026

Adopted: 05/09/23

Review date: 05/09/26

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Windsor Community Primary School has adopted this accessibility plan in line with the school's **Special Educational Needs Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **Special Educational Needs Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **Equal Opportunities Policy** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.



Please refer to our **Special Educational Needs Policy** for an outline of our full provision to support pupils with SEND. The **Special Educational Needs Policy, Equal Opportunities Policy** and **SEN Information Report** can be found on the school website:

<https://windsorprimaryschool.co.uk/school-policies-and-key-documents/>

Windsor Community Primary School's **Local Offer** can be found on the Liverpool Early Help Directory: <https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

The table below sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Actions Complete

Improving access to the curriculum and whole school day

Area for Development	Action	Resources & Cost	Timescale	Responsibility
To ensure all children feel involved at playtimes, and lunchtimes.	<p>Wellbeing Ambassadors to encourage all children to feel happy, safe, and included.</p> <p>Play Leaders with responsibilities for games to encourage children to become involved in playing games.</p> <p>A range of adults, including those from SLT in designated locations outdoors during lunch time.</p>	<p>Support for children to develop roles and responsibilities outdoors.</p> <p>Adults to be available for outdoor support.</p> <p>Play equipment.</p>	Summer 2023	SLT LSAs Teachers



Teachers and non-teaching staff have necessary training to effectively teach and support pupils.	<p>Needs analysis of appropriate training required.</p> <p>Arrange appropriate training following needs analysis.</p>	<p>Trainers for specialist areas or delivered in house by SENCo.</p> <p>Cost for training and materials.</p>	Spring 2024	SENCo Specialist Trainers
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Physical Environment

Area for Development	Action	Resources & Cost	Timescale	Responsibility
Continue to develop the use of a more bespoke intervention area for pupils who require significant additional support.	<p>An identified space to continue being modified where learning can take place (low stimulation, reduced noise, ability to engage in more hands on learning where appropriate).</p> <p>Specialist advice to be sought as to appropriate resources.</p>	<p>Resources</p> <p>Specialist Advice</p> <p>Time to Develop Area</p>	Autumn 2026	Headteacher SENCO

Improving access to information

Area for Development	Action	Resources & Cost	Timescale	Responsibility
Parents with a disability, medical condition or other	Adopt a proactive approach to identifying the	Staff time and resources to make	Termly checks to ensure no further needs	Headteacher SENCo



access needs have reasonable adjustments made so they can fully support their child's education.	access arrangements of parents and make reasonable adjustments where possible. SENDCo/Pastoral Team to work with parents and identify support for them.	reasonable adjustments, where appropriate.	have been identified.	Pastoral Team
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