



Winchester House Accessibility Plan 2023-2026

Area	Target	Strategies	Resources required	Expected outcomes	Evidence
Curriculum, training, and resources					
Accessibility for the recording of written work	Increase number of chromebooks/ laptops or ICT resources	Chrome books updated and replaced to ensure access remains for up-to-date ICT access	Increased number of Chromebooks/ laptops	Proficient typing speed of 25 words per minute, enabling greater independence	Additional laptops purchased and distributed in all teaching settings.
Integration of ICT into lessons to facilitate the needs of all children.	Increase opportunities for use of chromebooks/ laptops and resources	Increase the number of chromebooks in school as part of the ICT strategy, with departments having increased ICT integrated into lessons	Time to train relevant members of staff	Smooth integration of ICT in lessons across the curriculum	1:1 device to be introduced from Jan 24.

<p>Promote the use of a wider range of ICT tools for use across the curriculum.</p>	<p>As part of whole school ICT strategy</p>	<p>Training of colleagues with regards to ICT across the curriculum into the professional development programme</p>	<p>Touch typing programmes for all students; those with exam concessions.</p>	<p>Greater integration and awareness of the range of ICT tools and applications to promote access to learning for all pupils.</p>	<p>Independent use during ILECT sessions where needed.</p> <p>Several SEND students have access to A touch typing course called Nessy.</p>
<p>Improve network and reliable access to ICT across the school.</p>	<p>Upgrade network (see development plan)</p> <p>Research, purchase and train staff and children in the use of new equipment.</p> <p>HOD of ICT to liaise with depts to support integration of ICT into planning.</p> <p>Staff training for wider use of ICT tools and applications</p>	<p>Provide students requiring a scribe or WP with training in touch typing.</p> <p>Identify key staff to support the HOD in delivery of ICT.</p> <p>Identify key staff to support the HOD in delivery of ICT.</p> <p>Allow HOD of ICT time for liaison</p> <p>Identify key staff to support the HOD in delivery of ICT.</p>	<p>Provide opportunities for INSET and staff training</p>		<p>Learning Development department has purchased 6 chromebooks for the use of specific children</p>

<p>Increase staff awareness of pupil learning needs to improve individualised quality of teaching</p>	<p>Identify pupil needs more effectively in a timely manner.</p> <p>Provide training opportunities and regular information regarding differentiation techniques and strategies.</p> <p>Ensure staff receive up to date, detailed information to help inform planning and teaching.</p>	<p>LD team to review data regularly.</p> <p>LD team to undertake lesson observations.</p> <p>LD to highlight any potential concerns with parents as soon as possible.</p> <p>INSET to have sessions on SEND.</p> <p>LD department to provide half-termly newsletter to staff.</p> <p>As a minimum the SEND register and IEPs to be updated termly.</p>	<p>LD to attend Curriculum Group and Head of Department meetings.</p> <p>Opportunities at INSET/ drop-in sessions provided by LD.</p> <p>Consistent collation of information regarding SEND pupils.</p>	<p>Staff factoring information into planning and delivery of lessons.</p> <p>Improved accessibility to curriculum and pupil outcomes.</p> <p>Evidence of suggested strategies within lesson planning/observation.</p> <p>Embedded support within lessons therefore impacting on additional support required.</p>	<p>Differentiated evident in lessons.</p> <p>All pupils making progress.</p> <p>SEND register regularly updated.</p> <p>IEPS regularly updated.</p> <p>Meeting notes from parental meetings.</p>
<p>Continue to improve access to the curriculum and provision for pupils with SEND</p>	<p>With the changes to the timetable, LD lesson times will need to be reviewed.</p> <p>Continue to develop range of Interventions.</p> <p>Increase skills of the LD team.</p>	<p>Booster sessions to happen during designated slots throughout the day. 1:1 sessions to work on a 5 week rota.</p> <p>Interventions to be reviewed.</p> <p>LD team to identify areas of weakness to focus on. CPD opportunities to be identified.</p>	<p>Teaching staff to be made aware that this will impact upon their lessons in the short term.</p> <p>Departmental meeting time at the start of term to agree the way forward.</p> <p>Staffing to be reviewed.</p> <p>Review current</p>	<p>Variety of more specific and targeted provision.</p> <p>More links between LD and teaching staff.</p>	<p>Individualised intervention to be reviewed regularly and be adaptive to pupil needs.</p> <p>Less specific in class support provided as pupils can rely on their own 'strategies'.</p>

			interventions provided and research any new resources required.		
Develop the role and training opportunities for Learning Development staff in order that they may support the needs of a wider range of difficulties and disabilities	Review job descriptions, current roles and working hours. Review pupil need Deploy staff effectively throughout the school dependent on pupil need. Identify training needs across the department.	New timetable structure may impact on the working hours required of the LD staff. Identify suitable training courses Share good practice and expertise within the department at weekly departmental meetings.	All departmental job descriptions and contractual information required. CPD budget to be used to train Learning Development staff. Learning Development budget to be used to upskill and provide necessary equipment.	Increased expertise and confidence within the team Improved support for a wider range of needs Better LD coverage across the school/week	LD staff to have areas of expertise. Better LD coverage across the school/week
Improve methods of assessment and diagnosis of needs	New pupils to be screened by Admissions. New Admissions process to be implemented. Review present Learning	LD to review the Admissions screening data to ascertain if further assessment is required. LD team to be clear of the new Admissions policy. Explore alternative/recent assessment methods. Make links with external agencies/professionals/professional bodies	Use Learning Development budget to widen assessment tools.	Data to be used more effectively to inform support needs Swifter intervention provided More specific targets and strategies provided for pupils and staff	Initial identification to happen swifter Data to be closely analysed and annotated Additional Ed Psychs and other professionals utilised

	<p>Development assessment procedures, including SNAP/Dyslexic Profile etc</p> <p>Widen range of Ed Psychs and other professionals available</p> <p>Review whole school assessment and screening procedures</p>			<p>More guidance in what support is required at home and school</p>	
<p>Build on procedures for extra time for exams and invigilation for pupils requiring special arrangements in school and CE exams</p>	<p>Review present procedures</p> <p>Identify possible future needs in terms of staffing/resources</p> <p>Plan for staff availability for invigilation</p> <p>Evaluate the cost impact of individualised arrangements</p> <p>Respond to guidelines and rubric for extra time in exams</p>	<p>Examine range of future requirements for exams</p> <p>Continue to build good links with future schools</p> <p>Ensure evidence for the requirement of concessions is up to date and reviewed regularly</p> <p>Purchase relevant IT resources to prepare pupils for senior school exam arrangements</p> <p>reading pens/chromebooks</p>	<p>Relevant IT equipment to be researched and purchased</p> <p>Time to clarify expectations and meet with senior schools.</p>	<p>Effective inclusion of all children, irrespective of need</p> <p>Success in examinations</p> <p>Pupils to have skills for independence when leaving us allowing them access to a range of senior schools</p> <p>Access to the concessions that have been granted</p>	<p>Evidence updated regularly and in date.</p> <p>Learning Development staff made available for pupils during exam weeks</p> <p>Teaching staff providing regular opportunities for pupils to practice/have exposure to exam conditions and their concessions in collaboration with LD team.</p>

EAL Provision	Increase teaching and support staff knowledge. Improve assessment of EAL needs of pupils before arrival at school. Establish clear expectations of parents.	Establish more robust assessment and admissions system for overseas pupils requiring intervention Arrange training opportunities for teaching and support staff.	Purchase training/resources for staff as required Assessment tool to be purchased if required	Improved provision and outcomes for EAL pupils Improve access to curriculum	Expected progress to be made in line with chronological age
Information					
Learning Development information	Prepare clear details of what we offer for pupils and review this regularly along with financial information	Produce departmental booklet and website entry	Marketing support	Parents and carers better informed Clearer understanding of pupil needs	Termly reviews take place

Opportunities to meet the team	<p>Plan series of informative workshops/information sharing with parents</p> <p>Informal meet the team occasions/coffee mornings/attendance at parents' meetings.</p> <p>Review reporting and information shared with pupils and parents.</p>	<p>Prepare presentations/resources on range of learning</p> <p>Difficulties to be shared with parents in the weekly bulletin</p> <p>Involve parents and pupils in review and see what they would find useful</p>		<p>Improved school/parental partnerships assist pupils</p> <p>Improved information sharing for all staff and parents</p>	<p>Parental engagement strong</p>
Physical					
Site improvement	Clearly defined pedestrian and vehicle areas of all site roads and car parks	Clearly marked areas in the key areas of school, including car parks and driveways	New, clear line markings on the ground plus fencing in areas where practical to keep pedestrians safe	Children, staff and visitors are kept safe, no accidents and a reduction in Near Misses	No accidents and a reduction in near misses

	Improved ground surfacing throughout site	Audit of all ground surfaces throughout site and resurface areas as required to provide a safer walking environment for those with disabilities and access to all areas for wheelchair users	Site Surface Audit required, Group advice to be sought. New surfacing as required where surfacing is shown to an accessibility issue	Less accidents reported due to slips, trips and falls. All site users to feel safer and move around site more freely	Less accidents reported from Slips, Trips and Falls around site.
	Improved lighting throughout site, moving towards LED for reliability and cost saving	Site review and increase the lighting, specifically on steps and staircases, both indoors and out	Lighting survey and improvement plan following this	Less accidents reported due to slips, trips and falls. All site users to feel safer and move around site more freely	Less near miss reports as people are able to see on steps and stairs better
	Classroom and Workspace Risk Assessments	All areas- including workspaces and classrooms to be risk assessment by those using them on an annual basis	Staff to be emailed the forms and set a completion date each year. Reminder to be given at Michaelmas CPD. Audit of forms completed to be done by Dir of Ops at Michaelmas Half Term and follow up with those who have not completed.	All areas of the school are kept tidier and those with mobility issues can travel around site more freely	A tidied, cleaner school site with less accidents in workspaces and classrooms

	Steps and stairs throughout site made consistently safe	To avoid accidents and give those with mobility issues more confidence while moving through the site using the steps and stairs	A review of the steps and stairs across site, this will be provided by the Group H, S&C manager. The internal team will then need to install rails, guards, edging as required	Less accidents reported due to slips, trips and falls on stairs. All site users to feel safer and move around site more freely, specifically those with mobility issues	Less near miss reports as people are safer on the steps and stairs throughout site
	Fire Practices	Maintain regular fire practice schedule, making improvements where necessary to increase safety throughout site	Scheduled termly fire drills plus tutor support with walking pupils through drills at the start of Michaelmas term each year.	Fire drills run smoothly each term and in the event of a real fire alarm activation, all pupils and staff know the procedure	Fire drills run smoothly each term and in the event of a real fire alarm activation, all pupils and staff know the procedure

Reviewed November 2019

Reviewed January 2020

Reviewed 18th January 2022 (AVM)

Reviewed 24th August 2023 (AVM, KMA, JM)