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**Accessibility Policy & Plan**

Date written: September 2022

Date agreed and ratified by Governing Body: November 2022

Date of next review: September 2025

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# 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Weald CPS aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Our 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 to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

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# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

Schools are 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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The Accessibility Plan is structured to complement and support the school’s Equality Policy and the SEND Policy, both of which can be accessed via our website.

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| **Access to Information** |
| **Process for Identifying Barriers** |
| * Feedback from pupils, parents and other sectors of the community * Feedback from external agencies * SEND Reviews and Focus Groups * Parent Mail * Impact of communication in ensuring pupil and parent understanding and participation |
| **Summary of progress to date** |
| * Changes to how learning information is shared at parent consultations and in school reports – new simpler format * Quality transition information communicated between teachers / schools * School website allows easier access to information * Text updates to parents |
| **Previous objectives for Improvement 2017 - 2020** |
| * Continue to develop school website as a means of communication * Identify a suitable means of communication with parent / carers with a disability, as an identified need arises * Information for parents given in a format they can access – verbal, large print, via texting service for hearing impaired * Translators / interpreters, family members or friends used in meetings when required |
| **Monitoring of Plans:**  Plans to be monitored by the Headteacher, Governing body, ICT Co-ordinator and IT Governor |

| **aim** | | **Actions to be taken** | | **timescale** | | **current practice** | **Person responsible** | | **success criteria/ Future planning** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Improving access to the physical environment** | | | | | | | | | |
| School will respond to the specific needs of disabled children if and when they join the school.  This includes: safe evacuation in emergencies. | Create access plans for individual disabled children as part of Personalised Plans.  Put in place Personal Emergency Evacuation Plans for all children (PEEP) as required for a disabled child or temporarily disabled. | | As needed | | Not necessary – no disabled children currently on roll | | | SENCO | Individual plans in place for all disabled pupils and all staff aware of all pupils’ access needs |
| All building work has considered Kent County Council Accessibility guidance | Share Kent County Council accessibility toolkit with relevant personnel and contractors | | From July 2017 | | Maintenance building work continually carried out across the site | | | HT / GB | On-going improvements in access to all areas when undertaking routine and maintenance works |
| Ensure all fire escape routes are suitable for all currently in school and develop for future users | Request advice from KCC regarding accessibility of exit routes and fire doors; Install ramps to make level egress on all fire exits; Replace with fire doors upstairs to make them accessible to disabled people | | By September 2023 or dependent on needs | | All escape routes clearly labelled and known to all classes. No accessibility arrangements currently needed as no disabled children on roll. | | | SENCO/ LA/ HT | All disabled staff, pupils and visitors able to have safe independent egress in emergency situations |
| Redesign the school office security and entry system to make it more accessible and welcoming to all who visit | Make the school office front door accessible; Install a hearing loop for deaf people if needed | | By July 2023 | | During building work, new disabled friendly doors fitted | | | HT/ LA/ School office manager | All disabled people able to access the school office independently |
| Improve signage and external access (for visually impaired people) | Paint white stripes on edge of all external steps; Seek advice from Kent County Council Guidance or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones; Coloured handrails for steps | | By 2023 | | Painting has been ongoing to improve external access | | | HT/ GB | Access around the site easier for all |
| Re-paint classrooms when needed in colours with suitable contrasting doorframes | Seek advice, from the Kent County Council Guidance or Sensory Needs Service, on appropriate colours to support teaching, learning and behaviour; When classes are painted during routine maintenance, include contrasting colours around doors | | As needed | | Painting work carried out over Summer 2021 – refreshed including contrasting doorframes | | | HT/ LA/ Contractors | Colour schemes that support teaching, learning and behaviour; Classrooms more accessible for visually impaired pupils |
| **Improving access to the curriculum** | | | | | | | | | |
| All pupils and particularly disadvantaged & SEND pupils have the knowledge and cultural capital they need to succeed in life | Character Education (CE) established as critical precursor to holistic development of pupils | | Ongoing | | Character education firmly imbedded in to school life, differentiated by cohorts of children. Ongoing due to changing needs of individual children. | | | HT/ SENCO | Pupils consistently achieve highly, particularly the most disadvantaged & SEND |
| Access to the curriculum for all children in times when the school cannot open/children are isolating from illness  Reflections in light of COVID-19 pandemic | COVID action plan; COVID risk assessments; Teaching through Teams/learning packs to children unable to access the internet | | Ongoing | | Remote learning facilities currently disabled – ready to start running following any changes in government guidelines | | | HT | All children have ongoing access to the curriculum |
| Increase confidence of staff in differentiating the curriculum | Continue audit of TA/HLTA training needs on curriculum access.  Assign in service day and staff meetings to identified training needs, e.g. dyslexia, differentiation, alternative recording so that staff can support pupils confidently.  Dedicated time after school to review the day and prepare for the following day. | | Ongoing | | Staff are allocated a line manager, CPD opportunities are imbedded in these and staff are aware to approach if any training needs should arise | | | SENCO | Raised confidence of staff in strategies for differentiation and increased pupil participation |
| To Improve Literacy skills for SEND children using IT | Investigate new technologies to support pupils with SEND | | Ongoing | | All children have access to a chrome book/ laptop. Opportunities for weekly ICT lessons and touch typing imbedded in to planning. | | | Carbon Cloud – ICT Support/ SENCO | Developing alternative methods of learning and recording for Pupils with SEND |
| Develop system for involving TAs in curriculum planning | Establish joint TA/ teacher planning opportunities.  Set up system for joint TA/teacher evaluations. | | Ongoing | | Ongoing planning alongside class teachers | | | SENCO | Improved involvement of TAs in planning and evaluation of lessons |
| School will respond to the specific needs of disabled children if and when they join the school.  This includes: participation in after school and lunch time activities and developing links with local special schools to improve understanding of the curriculum. | Survey participation in clubs at lunch and after school by disabled children.  Organise opportunities for staff to observe their curriculum area at local special schools.  Establish link meetings for subject leaders. | | As needed | | Not necessary – no disabled children currently on roll | | | All staff/ SENCO | Disabled children confident and able to participate equally in out of school activities.  Increased confidence of staff in developing their curriculum area accessibility. |
| **Improving access to information** | | | | | | | | | |
| Review information to parents/carers to ensure it is accessible | Ask parents/carers about their access needs when child is admitted to school.  Produce newsletter in alternative formats e.g. large print and other languages if needed. | | Ongoing | | Arbor system now meaning 99% of communication now via smart phone with their own integrated accessibility options | | | HT/ School office manager | All parents getting information in format that they can access e.g. large print |
| Ensure school website contains all statutory elements and develops as a means of communication | Audit the school website and amend as needed | | Ongoing | | Members of staff in school now trained on the website to deliver changes quickly | | | HT/ SENCO/ ICT Governor | School website meets statutory requirements.  Continuously improving access to information. |
| Update SEND Information Guide (as part of the SEND policy) | SEND information guide, made available to parents on the school website | | Ongoing | | Integrated as part of a new policy on the school website | | | SENCO | Increased confidence of parents of disabled children and those with SEND to support their children’s education |
| To gain access to translators / interpreters | To work with parents/carers that are non-English speakers to support them in meetings | | As and when required | |  | | | SENCO | Increased participation and understanding of the school’s and child’s needs |

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# 4. Monitoring arrangements

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.

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# 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

* Health and safety policy
* Positive behaviour policy
* School improvement plan
* Special educational needs policy
* Equal opportunities policy