Accessibility plan

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| **Approved by:** | Learning and development team | **Date:** 13th March 2025 |
| **Last reviewed on:** | January 2025 | |
| **Next review due by:** | March 2026 | |

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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 pupils with disabilities can participate in the curriculum
* Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to pupils with disabilities

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

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 school governors

# 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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. – Short term, medium term and long term

| aim | current good practice  Include established practice, and practice under development | objectives  State Short term, medium term and long term objectives | actions to be taken | Person responsible | date to complete actions by | success criteria |
| --- | --- | --- | --- | --- | --- | --- |
| Increase access to the curriculum for pupils with a disability. | * Our school offers a differentiated curriculum for all pupils * We use resources tailored to the needs of the pupils who require support to access the curriculum. * Curriculum resources include examples of people with disabilities * 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 * All children to have access to chrome books / laptop / Ipad * The curriculum is reviewed to make sure it meets the needs of all pupils * School has purchased a robot so that pupils who are off school with long term illness are able to access ‘real time’ learning at home. | * Lessons adapted for all pupils * All SEND pupils to have reviewed individual plans * Ensure that lessons meet the needs of the lesson objective | * Staff to ensure that their lessons are adapted for all pupils * Staff to become familiar with resources * SSPs (Student Support Plans) to be reviewed | * Leader of learning success * Class Teachers * SLT * Carbon Cloud * Governors – Learning and Development team * Parents | * Termly reviews in place – discussed in SLT meetings * Staff to ensure that plans and resources are adapted weekly – reviewed July 25 | * All pupils to be able to access resources and lesson * Pupils, Staff and families have an understanding of where their child is and their next steps. |
| * Staff to be trained in meeting the needs of the curriculum and resources * Resources to enable pupil’s to access curriculum | * Staff to ensure that resources and support are appropriate * LLS to lead on training on adaptations through the year * Line managers to look into CPD for staff * ICT TA audit to be completed to ensure that they are able to support teachers and students during lessons correctly. | * Leader of learning Success * Class Teachers * SLT / line managers | * CPD to be looked at in line with on going performance management goals * Termly monitoring to take place and be discussed in SLT meetings – Subject leads to be invited to share findings at SLT meetings and Staff meetings * TA audit to be completed by May 2025 | * Staff will confident with the resources and lessons that they have planned for pupils * Staff will feel confident in how their subject is delivered to all pupils including those with SEND * TA’s will feel confident in their ICT skills to support in class. |
| * Curriculum progress tracked for all pupils to be extended to include foundation subjects * Ensure that use of technology in classrooms is up to date and staff are trained on this. | * SLT to monitor during learning walks and book looks * Investigate new technologies to support SEND * Staff CPD around new technologies | * Leader of Learning success * Carbon Cloud * Governors – Learning and Development team * SLT * Class Teachers | * SEND staff meetings throughout the year – each year * Pupils to have own logins by July 2025 * Carbon cloud to support with new technologies and training by Jan 26 | All pupils will be able to access the curriculum and resources  Staff will feel confident with the technologies and adaptions that they can make.  Developing alternative ways of pupils with SEND to record. |
|  |  |  |  |  |  |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes:   * Ramps * Corridor width * Disabled toilets and changing facilities * Library shelves at wheelchair-accessible height * PEEPS are in place for pupils as required * Fire escape routes are regularly monitored | * Welcome signs in a range of languages to be around school * Work to be completed to show where the children from our school and their families are from * PEEPS to be updated and issued for those pupils | * Data about pupil heritage to be collated from Arbor * Children to be part of the process of setting up the display * PEEPS to be regularly monitored and updated | * Leader of learning success * Class Teachers * TAs | * Data to be collated by April 2025 * Displays to be created by May 2025 * Peeps to be monitored as and when needed | * All visitors to the school will feel welcomed * All students will have themselves and their families represented * Staff to all be aware of those children with PEEPs and how they should be supported |
|  | * Steps, door frames, handrails to be painted in contrasting colours to ensure that they as easily distinguishable | * Look at the needs of the pupils within the school currently and ensure that all areas are adapted for them. * Maintenance checks to be completed in line with KCC requirements | * Governing body * Site team * SLT * Leader of learning success | * August 2025 | * All pupils and visitors will be able to access the school site safely |
| 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 | * Pupils to be able to understand all areas of character education * Pupils to be able to link character education to life in the outside world. | * Character education firmly imbedded into school life, differentiated by cohorts of children. | * Leader of Learning Success * Head Teacher * School staff | * Ongoing | * Pupils consistently achieve highly, particularly the most disadvantaged & SEND |

# 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved and reviewed by the governing body.

# 5. Links with other policies

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

* Health and safety policy
* Equality information and objectives (public sector equality duty) statement for publication
* Special educational needs (SEN) information report
* Positive behaviour policy
* Supporting pupils with medical conditions policy