

Accessibility Statement and Action Plan

Date adopted: 12/12/2024

Last reviewed: 12/12/2024

Review cycle: Annually

Is this policy statutory? Yes

Approval: Headteacher

Author: Headteacher

Local approval*: Local Committee

Local author*: Headteacher

Next Review Date of Policy: 12/12/2024

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments

1. Introduction

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

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.

2. Our Vision

A space to learn and grow – working together in the knowledge and love of God to flourish in all that we do.

3. Our Aims

- The welfare of every child should be at the heart of all that we do.
- Learning should be imaginative and fun; a happy child makes better progress.
- A strong partnership between staff, pupils and parents is vital for each child to grow in confidence and to achieve their very best.
- Our Christian beliefs help to foster respect for others, responsibility for ourselves and mutual trust.
- Every child will leave The Weald (CofE) Primary School with the knowledge and skills needed to flourish at secondary school.

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, this procedure sets out the process for raising these concerns.

4. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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.

5. Action Plan

This action plan sets out the aims of our Policy complies with our funding agreement and articles of association.
The accessibility plan is in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>The Weald CofE Primary School offers a differentiated curriculum for all pupils and uses specific resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>The Weald CofE Primary School has a long-term Curriculum Map which is used by phases and individual class teacher to devise appropriate medium term planning and differentiated weekly activities for all pupils. This ensures appropriate cross-curricular links are made and learning matches individual need.</p>	<p>Inclusion Manager and class teachers to ensure support and provision is coordinated throughout the curriculum to provide equal access for all.</p>	<p>Inclusion Manager Tom Livingston. Class teachers</p>	Ongoing	Curriculum accessible to all.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. Individual needs are assessed as they arise, and an action plan will be developed and monitored to</p>	<p>The layout of the classroom environment is such to ensure accessibility for children with a range of</p>	<p>Review and implement a preferred layout of furniture and equipment to support</p>	<p>Class teacher Inclusion Manager</p>	Ongoing.	Adjustments in place to accommodate the needs of individual pupils as identified.

	<p>ensure the school building is accessible and any specific equipment/resources required are purchased.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>Children may have specific equipment and setting arrangements which have been implemented throughout the year which need to be transferred when the pupil moves year group.</p>	<p>learning/behavioural/physical needs</p> <p>The school aims to ensure a smooth transition occurs in September to new classes and implements any new ideas for new pupils</p>	<p>the learning process in classrooms.</p> <p>Meetings with current class teacher, new class teacher and Inclusion Manager to ensure needs are met in the new classroom and adjustments are made where required.</p>	<p>Class teacher Inclusion Manager</p>	<p>Start of the new academic year.</p>	<p>Adjustments are in place to accommodate the needs of individual pupils as identified in their new classroom.</p>
Improve the delivery of information to pupils and parents	<p>Make available the written material usually provided to all students and/or parents in an appropriately presented form where necessary, including in pictorial and oral formats.</p>	<p>The school aims to provide information in an accessible format and will respond to individual needs and requests as they arise.</p>	<p>Seek support from outside agencies to provide information in alternate formats for those who have difficulty with standard forms of printed information. Be aware of font size and legibility when producing written information. Provide translation or</p>	<p>School staff</p>	<p>As need arises</p>	<p>Information available in accessible formats.</p>

			interpreter services if the need arises. Provide printed materials for those who cannot access information online.			
--	--	--	--	--	--	--

Feature	Description	Actions to be taken	Person responsible	Date to be completed
Number of floors/levels	School building is predominantly on one level; however, there are areas which have a few steps to access, and the library is on the first floor. All areas of the school are accessible via ramps apart from the KS2 library.			
Corridor access	All corridors are accessible for wheelchairs and wide enough to access	Corridors to be tidy and free from obstruction.	All school staff	Ongoing

Parking Bays	<p>Staff car park has no disabled bay but this could be allocated if needed.</p> <p>Visitor car park has disabled parking bays. Parents who require disabled parking during drop off and pick up have parking permits to allow them to park in the front car park in any of the visitor spaces.</p>	<p>Currently no staff have a disability requiring parking access.</p> <p>However, if this changes a disabled parking bay can be allocated nearest to the school gate.</p> <p>Parents who require parking permits are considered case-by-case by the Headteacher.</p> <p>Permits are allocated termly.</p>	<p>Headteacher. Site Manager</p> <p>Headteacher</p>	<p>If required</p> <p>Ongoing</p>
Entrances	The main school entrance is not accessible with a wheelchair. However there are alternative entrances that can be used if wheelchair access is required.	<p>Plan to be put in place if a wheelchair needs to access the school building.</p> <p>Any future plans to make improvements to the area will need to include an accessible entrance.</p>	School Staff	If required
Ramps	A portable ramp is available for use to access areas with steps.	Site manager to be informed if ramp needs to be used.	School Staff	If required.
Toilets	There is an accessible disabled toilet in KS2.			
Reception Area	The reception area is large; however access is via a set of	Any future plans to make improvements to	SLT	As required

	steps. There is an alternative disabled entrance nearby.	the area will need to include an accessible entrance.		
Internal signage	Internal signage is in place. Visual signage is in place for toilets and fire escapes.	To look at internal signage to see if any more visual signage could be included to identify rooms.	Site manager	Ongoing
Health and Safety	Regular premises inspections are carried out to identify any remedial works required to ensure access to the site is maintained. Risk assessments are reviewed annually, and individual risk assessments will be completed for staff/pupils that have a specific disability or short-term requirement.			
Emergency escape routes.	Emergency escape routes are labeled clearly throughout the school, including pictorial signage. If a member of staff/pupil has a disability they will have a personal evacuation plan in case of emergencies when they start at the school.	Continue to ensure signs are maintained. PEP to be drawn up with class teacher and inclusion manager (line manager in the case of staff).	Site Manager Class Teacher, Inclusion Manager, Line Manager	Ongoing As required



6. Monitoring Arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by The Governing Body and Headteacher.

7. Links with Other Policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy
- School Development Plan