Accessibility Plan

Weald of Kent Grammar School

Inclusion Team

SEND Trustee:
Ben Katz

SEND Team:
Amie Jones/Kate Middleton/Jodene Panteli

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.

Curiosity, courage and compassion are the school vision and values which underpin the ethos of Weald of Kent Grammar School. These values help to ensure that:

- All our students achieve their full potential
- We are a fully inclusive school and welcome all students regardless of race, ability, language or culture
- We are equally ambitious for students who may have a disability
- For pupils who have a disability, we offer the opportunity to access the full range of opportunities to learn new skills and concepts and to develop their talents.

We are committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their cultural, educational, emotional, physical, sensory, social and spiritual needs.

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

Our school is 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 procedures cover the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising concerns.

2. Legislation and Guidance

This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the Department for Education (DfE) <u>guidance for schools on the Equality Act 2010</u>.

The Equality Act 2010 defines an individual as disable if they have a physical or mental impairment that has 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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.

Further details of the way in which our school creates increased accessibility to the curriculum for pupils with a disability can be found in the SEND policy and the SEND Information report.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. For example, if a student with a disability as defined by the legislation cited above were to join the school. It will be approved by the governing body.

Currently, the school considers that it is compliant with requirements for Accessibility and has no immediate actions. Training around supporting students with SEND is ongoing and under constant review.

Should a need arise for wider review, as outlined above, a new action plan will be drawn up.

4. Action plan

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

Author/s:	Kate Middleton	Date:	July 2025
Next Review Date:	July 2026	Trustee:	Ben Katz
Ratified:	8 July 2025 FTB		

Accessibility Action Plan 2025-2027

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
Increase the extent to which disabled pupils can participate in the curriculum	The curriculum is regularly reviewed by the Head of Department to make sure it meets the needs of all students. Resources are tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Teachers use a clear Teaching and Learning Framework to plan and deliver lessons and this is written with SEND students in mind. Outcomes and targets are set effectively and are appropriate for students with additional needs.	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs. To ensure all staff have the relevant training to support the specific needs of some of our most vulnerable students.	Regular training organised by the SENDCo including external providers where appropriate. Up to date information sharing on students with an EHCP (E) in the form of Provision Plans and Pupil Passport which are reviewed three times a year. Up to date information sharing on students who are SEN Support (K) in the form of Personalised Plans and Pupil Passport which are reviewed three times a year. Staff to have adequate time to reflect on the SEND information for 'K' and 'E' students and contribute to student centred reviews.	Students making expected or better progress. Staff are confident using suggested strategies at a universal, targeted and personalised level. Student centred reviews for students on the SEND register are taking place three times a year, with the student, parent/carer and teaching staff contributing.

	Students who are on the SEND register as 'K' or 'E' are reviewed three times as part of the graduated approach (assess, plan, do, review) at termly student-centred reviews. Teaching staff are encouraged to engage with current research which places emphasis on best practice for SEND students in relation to in class adaptation.		SEND learning walks to monitor quality first teaching strategies.	
Improve and maintain access to the physical environment	The school has disabled access to many of its facilities and ensures that such access is maintained. The environment is adapted to required needs, this includes: • Ramps • Lifts in each building	To ensure that, where possible, the school buildings and grounds are accessible for all students and adults and continue to monitor access to the school's physical environment.	Continue to review that school buildings and grounds are accessible for all students and adults.	All stakeholders feel confident their needs are met.

	• Disabled parking bay • Accessibility toilets • Automated Reception doors The school will continue to take account of the needs of its students, staff and visitors with physical disabilities and other impairments when planning and undertaking future improvements.			
Improve the availability of accessible information to students with a disability	We use a wide range of communication methods to ensure information is accessible. This includes: • Weald Weekly Newsletter • School diary reviewed weekly in Form Time • SEND assembly delivered to each year group by the SEN Team • Pupil Passport	To ensure that all members of the school community can access information.	To continue to provide SEND coffee mornings to parents and carers. Internal and external guests invited to attend to discuss SEND. To review and update the SEND webpage to ensure it is kept up to date. Regular updates provided by the SENDCo on where	All members of the school community are able to access information and are fully informed.

	• Parent and carer SEND coffee mornings • Link to contact SEN Team on website Internal SEND systems are in the process of being streamlined so that information is easily accessible for teaching staff and support staff. SENDCo has gathered views from different stakeholders to inform streamlining decisions.		SEND information can be found.	
To improve access to learning environments for students with autism.	Training delivered by SENDCo and Specialist Teaching and Learning Service (STLS) to teaching staff and support staff. Training attended by support staff with external providers. Pupil Passports and Year Group Overviews	To ensure all staff have the relevant training to support students with a diagnosis of autism, social communication differences or on the social communication pathway. To ensure staff continue to reflect on their learning environments, including	Student voice and staff voice to be carried out to identify current good practice and areas for improvement. Further training organised by the SENDCo in response to identified needs. Environmental audits to be completed by teaching staff and	Staff feel confident in supporting students with autism or social communication differences. Students with autism are able to access learning environments within school.

	in place which outline ways to best support individual students.

Opportunity for students to be supported in Learning Support by Learning Mentors and Teaching Assistant.

Opportunity for students to support in the classroom by Learning Mentors and Teaching Assistant. | the physical environment and the style of approach used. | reviewed by the SENDCo to inform planning and the classroom environment.

To explore grants to support sensory friendly classrooms to support sensory processing and integration. | |