

Inclusion Team

SEND Trustee:

Ben Katz

SEND Team:

Amie Jones/Matthew Simmons/Nia Smith

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. This links to our [SEND Policy](#), [SEND Information Report](#) and [Teaching and Learning Policy](#). 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 [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 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 [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 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 will also be raised at Full Trust Board annually for review to ensure content meets the needs of the existing intake and students who are due to join the school. 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.

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:	June 2025
Interim Review	Reviewed by A Jones and M Simmons June 2026		
Next Review Date:	July 2028	Trustee:	Ben Katz
Ratified:	6 FTB July 2026 (Ben Katz/Robin Jones reviewed July 2026)		

Accessibility Action Plan 2025-2029

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 Individual Support Plan which are reviewed three times a year. Up to date information sharing on students who are SEN Support (K) in the form of Individual Support Plans 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 specialist level. Student centred reviews for students on the SEND register are taking place three times a year, with the student, parent/carers and teaching staff contributing. Staff are confident in applying a range of adaptive teaching strategies. Survey data – results from student and parental satisfaction surveys.

	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. Reasonable adjustment training has taken place for all staff. Strategic use of SEN staff to support those with ISPs, including Learning Mentors. Maintain register of attendance at InSET and external training.		SEND learning walks to monitor quality first teaching strategies. Senior Leaders/SENDCo to disseminate emphasis on inclusion and adaptive practice as an essential element of professional learning.	Class teachers to review organisation of classrooms, timetables, seating arrangements, access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence. Increased confidence in the ability of staff to identify strategies and resources which are available within the school to make reasonable adjustments to meet the needs of disabled pupils. Increased pupil participation in all aspects of school life – data from extra-curricular participation and engagement.
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	Monitor data including incidences of bullying, attendance figures, data capture forms for intake of new pupils.			
To ensure that school buildings, grounds, and facilities remain accessible to pupils, staff, parents, and visitors with disabilities, and that accessibility barriers are identified and addressed proactively.	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 • 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	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. Complete annual accessibility audits of buildings and grounds. Review disabled access routes, signage, and wayfinding. Review the accessibility of outdoor learning and recreational spaces. Review PEEPs and evacuation arrangements annually. Consider accessibility requirements in all future building,	All stakeholders feel confident their needs are met. Annual accessibility audit completed, with actions addressed. Accessible routes are maintained throughout the site. Appropriate emergency evacuation arrangements are in place.

	undertaking future improvements.		refurbishment, and maintenance projects.	Accessibility issues identified by stakeholders are addressed promptly. Pupils with disabilities can access educational, social, and extracurricular opportunities alongside their peers.
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 • Individual Support Plans	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 SEND information can be found.	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. Refine the Individual Support Plans to collate key information and to ensure inclusive by design.		To launch a new and improved school website	
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.	To ensure all staff have the relevant training to support students with a diagnosis of autism, social communication differences or on the	Student voice and staff voice to be carried out to identify current good practice and areas for improvement. Further training organised by the	Staff feel confident in supporting students with autism or social communication differences.

	Training attended by support staff with external providers. Arbor used to provide information about strategies for support. Opportunity for students to be supported in Learning Support by Learning Mentors. Opportunity for students to support in the classroom by Learning Mentors. Ensure staff are provided with designated time to improve the classroom environment and to declutter in preparation for new academic year, placing emphasis on reducing cognitive load. Provide students with areas in the school which are quieter and calmer during social	social communication pathway. To ensure staff continue to reflect on their learning environments, including the physical environment and the style of approach used, applying the principles of 'inclusion by design'.	SENDCo in response to identified needs. Environmental audits to be completed by teaching staff and 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. Redecoration project beginning Summer 2026	Students with autism can access learning environments within school.
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	periods, particularly for those with a diagnosis of ASC and social, emotional and well-being issues.			
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