

ACCESSIBILITY PLAN 2025-2028

Approved by Resources Committee on:	26th March 2025
Next review date:	March 2028
Signed by Chair of Committee:	

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
3.1 Aim: Increase access to the curriculum for pupils with a disability	4
3.2 Aim: Improve and maintain access to the physical environment	6
3.3 Aim: Improve the delivery of information to individuals with a disability	8
4. Monitoring arrangements	9
5. Links with other policies	9

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

Our school aims to treat all its pupils fairly and with respect. At The Weald, we are committed to offering an outstanding school experience which ensures the best possible progress for all of our students, whatever their needs or abilities, without discrimination of any kind. All students are valued and encouraged to develop confidence in their abilities and strengths and to have high aspirations for themselves. Support is provided for any student who, at any time, is identified as requiring additional or special provision to help him or her achieve success.

At The Weald, we acknowledge that all teachers are teachers of Special Educational Needs and Disabilities (SEND). We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their planning, classroom organisation, materials used, teaching style, differentiation and through partnership with specialist staff from the Learning Support Team.

We promote an ethos of positive partnership and co-production between our staff and our parents of our young people with SEND. When necessary, we will seek appropriate advice and support from external agencies after discussing a child's needs with the parents.

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.

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

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 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.

3. Action plan

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

3.1 Aim: Increase access to the curriculum for pupils with a disability

Current Good Practice:

- The Weald offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of 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 ensure it meets the needs of all pupils.

Some of the school buildings are old with access by steps and stairs on different levels which means some classrooms are difficult to access by some disabled students. Students must circulate between classrooms and the school recognises the difficulty of keeping to strict timetabling should physically disabled students be admitted or should students become physically disabled while at school. If one of these situations occurs, the following plans will be put in place:

- (a) Students will be located in a ground floor form tutor group.
- (b) The timetable will be written or amended to place students in accessible ground floor classrooms as far as possible.
- (c) A variety of types of digital technologies can be used to give access to lessons which must take place in less accessible areas.

Plans will be made in consultation with the student, parents and teaching staff. Appropriate training will be provided to enable staff to support any student with a disability.

Improvement Plan				
Targets	Actions to be taken	Responsibilities	Timescale	Success Criteria
Improve the sharing of information with curriculum staff	<p>Ensure individual student needs are fully shared with appropriate staff at key points during the school year.</p> <p>Ensure good practice developed more consistently across all practitioners with the use of targeted training.</p>	Inclusion Leaders	<p>September INSET session annually</p> <p>Updated using Monday/ Thursday Staff Briefings</p> <p>Twilight training delivered once a year by Head of Inclusion.</p>	Relevant staff have sufficient information, skills and relevant good practice to ensure the student experience is positive and that needs are met as fully as possible.
Improve staff knowledge of latest working practices and effective strategies to identify and provide high quality responsive teaching methods, recognising the needs of individual students.	Regular CPD through Teaching & Learning Briefings, staff meetings, Inset Days, CPD events	Inclusion & CPD Team	<p>September INSET session annually</p> <p>Use of Monday/ Thursday Staff Briefings to share information.</p> <p>Twilight training sessions delivered by Head of Inclusion.</p>	High standards of individual needs awareness, identification & practice across all departments.

3.2 Aim: Improve and maintain access to the physical environment

Current Good Practice:

- Automated door entry to main school reception area.
- Disabled parking facilities
- Disabled and ambulatory access toilets available in parts of the site
- Ramped access to main school hall.
- Lift Access to all floors within E-Block
- Automated door entry to E-Block

The Weald School has a range of aged buildings across the site. Not all are yet fully accessible and access involves longer routes for those requiring wheelchair access. We are working to improve accessibility for students, staff and visitors as part of our ongoing development plan.

Improvement Plan				
Targets	Actions to be taken	Responsibilities	Timescale	Success Criteria
To improve wheelchair access to the front of the building through the side gate by main reception.	Quotes for repaving or tarmac to be investigated by the Premises Team as there are some loose paving slabs	Business Manager/Premises Manager	Summer 2025 project	Increasing options for access to building for wheelchair users and others with mobility restrictions
To take into account the needs of students, staff and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site	Ensure that works programme include consideration to: <ul style="list-style-type: none"> • improve access into and out of buildings and around the site, • maintain existing lift access to higher floors, • provide increased/improved lighting, 	Business Manager/Premises Manager	Ongoing	Enable access across the site where practicable and to more floors within buildings. Reduction in length of transfer routes across

	<ul style="list-style-type: none"> • use appropriate and differentiating colour schemes, • upgrade and improve signage to include pictorial/symbolic symbols when appropriate. • Provide additional disabled access toilets in A Block for visitors and staff 			the site for wheelchair users, improved lighting and appropriate signage
Improve access to enrichment activities for wheelchair users	<ul style="list-style-type: none"> • Minibuses going forward must be DDA compliant this will be taken into account when any future decisions are made regarding this 	Business Manager /Governors	On-going	Ensure any new minibuses have ramps and spaces for wheelchair users

3.3 Aim: Improve the delivery of information to individuals with a disability

Current Good Practice:

- Interpreters used to provide support at key meetings and events for Hearing Impaired Individuals or those with English as an Additional Language
- Provision of exam arrangements for students who are eligible for access arrangements such as readers, scribes, smaller venues etc

Improvement Plan				
Targets	Actions to be taken	Responsibilities	Timescale	Success Criteria
To make all written documentation provided to parents and students available in alternative formats as required	Continue to review methods of providing written documentation in different formats and plan how to implement findings. Publicise availability of alternative resources through website and notifications	Business Manager/Administration Manager	on going	Increase availability of documents in alternative formats such as braille, large print, easy read text and audio upon request from individuals.
Investigate methods of communication with parents to improve accessibility and effectiveness	Evolve communication methods as necessary, including the reporting format provided to parents covering student progress. Ongoing review of the format of events such as parents' evenings and implement changes where required	Headteacher/SLT	Ongoing Blend of face to face and virtual now offered	Increasing effectiveness in meeting the needs of parents, students and staff.

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 by the Full Governing Body Committee of the Governing Body.

5. Links with other policies

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

- The Weald Health and Safety Policy
- Special educational needs (SEND) policy
- Special Educational Needs & Disabilities (SEND) Weald Local Offer
- First Aid - Medical Needs Policy