



# Accessibility Plan for Welling School

Adopted: 25/6/24  
Review Due: 25/6/27

Signed

Headteacher

(to be approved by Governors - June)

Signed

Chair of Governors

At Welling School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

We are committed to providing a school that can be accessed and used to the greatest extent possible by everyone, including pupils and parents, regardless of their ability or disability. When reviewing or redesigning our school environment (e.g. building, technology, information, communication, activities) we will consider any adjustments that may be required. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The definition of disability is set out in the Equality Act 2010 as:

'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities'.

**The aims of our Accessibility Plan are:**

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided by the school.
- To improve the accessibility of written information.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. The Accessibility Plan will be updated annually to reflect development that has taken place. At the end of the three year cycle, a further review will take place in order to inform the development of a new Accessibility Plan, which will run for a further period of three years.

Our Accessibility Plan shows how we are planning for access to be improved for disabled pupils, staff and visitors to the school in a given time frame. This relates to the key areas of physical environment, curriculum and written information. Wherever possible and practicable, adjustments will be considered in advance and efforts will be made to anticipate these. Where something the school does could place a person with a disability at a substantial disadvantage compared to a person without a disability, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing barriers, physical or otherwise.

The Accessibility Plan will contain relevant and timely actions to:

- a) Increase access to the curriculum for pupils with a disability**, adapting the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as other pupils. This includes teaching and learning as well as the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment wherever possible, which may assist pupils in accessing the curriculum;

**b) Improve access to the physical environment of the school** by adding specialist resources, adaptations and facilities e.g. slopes, additional handrails, blinds, as well as considering the accessibility of any new work or facility:

**c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.** Examples might include the presentation of curriculum resources, timetables, textbooks and other information about the school and school events. This may be through the use of technology or adjusting font size and the colour of paper. This also applies to information available to parents and visitors to the school.

We recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010. This will be achieved through staff training opportunities, governors visits and governing board meetings.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:•

- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Brochure/ Prospectus and Vision Statement

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Equality Impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school's website.

The Accessibility Plan will be monitored through the Governing Body Meetings

The school will work in partnership with The Kemnal Academies Trust in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Roles and responsibilities in relation to this policy area as follows:

Head Teacher: Brian Griffen

Designated member of staff: Hannah Loughlin

Business Manager: Nicola Booker

Site Manager: Vanessa Cummins

Governor Responsible:

**What we currently have in place to make our school accessible**

## **1. Increasing access to the school curriculum for pupils with disabilities**

- a) SENDCo
- b) Appointment of staff members with responsibility for disability access and student medical support
- c) Curriculum differentiated by task and outcome
- d) Fully accessible curriculum, including PE and technologies
- e) In-class and small group support
- f) Liaison with external agencies eg physiotherapist, occupational therapist, counsellors, school nursing service, specialist teachers, speech and language therapists, wheelchair services
- g) Special arrangements for internal exams at KS3
- h) Access arrangements at KS4
- i) Assistive technology
- j) Specialist equipment acquired where necessary
- k) ACE mentors if appropriate
- l) Screening and diagnostic testing undertaken/arranged where necessary
- m) Specialist tuition provided with SEN

## **2. Improving access to the physical environment of the school**

- a) Wheelchair access to all school buildings
- b) Some automated external doors
- c) Disabled toilets
- d) Lifts
- e) Minibus with disabled access
- f) Disabled parking
- g) Audible fire alarms
- h) Fire refuges
- i) PEEPs for pupils with disabilities

## **3. Improving the delivery of information to those with disabilities.**

- a) Use of ICT and assistive technology
- b) Teaching assistant support
- c) Staff training on how to provide information to disabled pupils
- d) Exam papers offered in a larger font or on coloured paper if required
- e) Use of microphones for staff if required
- f) Coloured overlays and magnifying strips
- g) Access arrangements for exams including assistive technology

## **Our Plan to increase accessibility 2024 - 2025**

Over the next three years we plan to make the following changes:

Target	Outcomes	Who is responsible	By when	Date completed
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<p>Increase the range and availability of assistive technology to students and staff</p>	<p>Better staff awareness of assistive technology</p> <p>Students have access to a wider range of support to access curriculum.</p> <p>Improvement in student outcomes</p>	<p>SENDCO</p>	<p>July 2025</p>	