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"I am able to do all things through Him who strengthens me" Phillippians 4:13

## Accessibility Plan

Reviewed: February 2024

Agreed: Governors meeting 20<sup>th</sup> March 2024

Next review date: March 2027

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements .....	6
5. Links with other policies .....	6

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*We cultivate a rich environment in all we do so that the school community, have the right to Learn, Enjoy, Grow, developing spiritually and having awe-inspiring learning experiences. Our children learn within a culture of acceptance, build resilience and flourish in unique ways, underpinned through the teachings of Jesus, through God and in his world.*

### 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.

Teynham Parochial CEP School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. 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 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Local Authority, 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 they have a physical or mental impairment that has a '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.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Participation in the curriculum</p> <p>Physical activity outside the classroom</p>	<p>Teachers have training in Curriculum Maestro termly</p> <p>Adaptive teaching is used within all lessons</p> <p>Resources are tailored to the needs of the pupils</p> <p>Activities are personalised to meet the needs of all of the children</p>	<p>To continue to raise the staff awareness of children with disabilities and the impact on their learning.</p> <p>Ensure all activities are accessible for all</p>	<p>Training on Curriculum Maestro to continue as needed</p> <p>Staff are fully aware of children with SEND</p>	<p>SLT</p> <p>Class Teacher</p> <p>Teaching Assistant</p>	2024-2027	<p>Staff feedback shows greater confidence.</p> <p>Improved SEN provision within curriculum</p> <p>All children can access outside activities</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupil as required. This includes: ramps, lifts, disabled toilets, corridor width, shelves accessible to wheelchair height.</p> <p>For parents: Disabled parking spaces</p>	<p>Ensure access to all areas of the environment</p>	<p>Liaise with all staff regarding access and protocols for disabled access</p>	<p>SLT</p> <p>Caretaker</p>	2024-2027	<p>For children and adults to be able to access all areas of the environment</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes: Induction loops, pictorial or symbolic representations, Makaton, large print resources</p> <p>For parents: Email, text, website and Facebook</p>	<p>All children will be able to understand methods of communication.</p> <p>Social media sights are more accessible for parents</p>	<p>All classes to have a visual timetable in use. Individual children may need their own visual cues.</p> <p>Information to be communicated using a range of media to ensure parents are informed</p>	<p>SLT Office staff Teachers</p>	2024-2027	Communication is effective for all pupils and parents
School Trips	Ensure school trips are accessible to all children	To make sure trips are accessible for all	<p>Risk assessments to be completed to ensure trip is accessible to children with disabilities. Transport and venue vetted for suitability.</p> <p>Staff are fully aware of children with SEND</p>	<p>Class Teachers SLT</p>	2024-2027	All children are able to take part in school trips

## 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 Governors

## 5. Links with other policies

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

- Health and safety policy
- SEN policy
- Supporting pupils with medical conditions policy
- Equality Statement
- Inclusion Policy