

Preston and Wingham Primary Schools



Learning together, we grow kind hearts  
and healthy minds.

# Accessibility plan (2023 – 2026)

## APPROVAL & ADOPTION

This plan was formally agreed and adopted by the Governing Body on:

30<sup>th</sup> September 2025

Chair of Governors

A handwritten signature in black ink, appearing to read "Edward Lee".

Signed: \_\_\_\_\_

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## 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

At Preston and Wingham, our intention is to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We believe that all members of our school community have complete access to our setting's environment, curriculum and information within our Federation. We want to ensure that all SEND members have full participation in the school community.

Preston and Wingham Federation prides itself on being a community based on our federation values: respect, inclusive, creative and hardworking. We aim to treat everyone fairly and with respect and thrive to create a culture where individuals are not discriminated in any way. This involves providing access and opportunities for pupils, staff, parents and visitors with discrimination of any kind, so that all can take full advantage of their education and associated opportunities.

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 and works collaboratively with multi-agencies and stakeholders.

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.

## 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: Increase access to the curriculum for pupils with a disability**

##### Current good practice

- Our school 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 and school signage 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 make sure it meets the needs of all pupils
- Subject champions monitor progress of vulnerable groups (inc. SEND) in their subjects
- Transition meetings are undertaken prior to a mobile SEND pupil starting school
- Appropriate staff training on SEND
- SENCO assistant job roles at Preston and Wingham
- Whole Federation Thrive approach to supporting children's ability and readiness to learn
- Reasonable adjustments are made to enable all pupils to participate in afterschool clubs and school educational visits
- Adapting the PE curriculum for pupils with additional physical needs

PRIORITY AREA	SHORT TERM (2023-2024)	OUTCOME	MEDIUM TERM (2024 – 2025)	OUTCOME	LONG TERM (2025 – 2026)	OUTCOME
<b>All staff are well equipped with a range of specialist skills to meet pupils needs</b>	<p>Continued Thrive training for all staff to support children’s access to learning</p> <p>Relevant staff to undertake attachment training</p> <p>SENCO assistants to complete school anxiety and understanding autism course</p> <p>SENCO assistants to attend SENCO forums and feedback to Inclusion Lead about relevant information and resources</p>	<p>Thrive approach is becoming more embedded across the Federation</p> <p>Thrive exit data us used to review progress for individuals</p> <p>Staff have more knowledge about how trauma impacts learning</p> <p>SENCO assistants are better equipped to support parents and children struggling with school anxiety</p> <p>Up to date information and resources are used in classrooms.</p>	<p>Inclusion Team continue to support teachers with strategies.</p> <p>Experienced teachers to share best practice around SEND provision</p>	<p>Teachers to receive annual training and additional support to meet the needs of their pupils in class.</p>	<p>SLT to analysis pupil progress to plan CDP</p>	<p>Inclusion team to plan strategically to support all staff to meet the needs of varying cohorts.</p>

PRIORITY AREA	SHORT TERM (2023-2024)	OUTCOME	MEDIUM TERM (2024 – 2025)	OUTCOME	LONG TERM (2025 – 2026)	OUTCOME
<b>Data is used to identify potential SEND to support all pupil progress</b>	<p>SEND information to be included in wider curriculum assessment tracking (Flourish) and reviewed by subject champions and Inclusion Lead</p> <p>Target tracker to be used for all pupils to track progress over time</p>	<p>Subject champions more involved in analysing data</p> <p>Improved knowledge and accountability of progress data for all groups</p>	<p>Pupils identified at needing adjustments of adaption to the curriculum will be supported and appropriate interventions put in place.</p> <p>Stepping Stone Pathway 2 implementation for children working pre-NC at Wingham</p> <p>Stepping Stone Pathway 2 can be used across the two school if needed</p>	Improved teacher assessments across the Federation	Stepping Stone Pathway 3 implementation for children working pre-NC at Wingham	We can clearly demonstrate small steps of progress for children working pre-National Curriculum

PRIORITY AREA	SHORT TERM (2023-2024)	OUTCOME	MEDIUM TERM (2024 – 2025)	OUTCOME	LONG TERM (2025 – 2026)	OUTCOME
<b>Pupil SEND information is embedding assessment and tracking</b>	<p>Updated Wider Curriculum data grid - pupil information and area of need added</p> <p>Class handover meetings to address needs of pupils prior to them moving year groups</p> <p>Pupil progress meetings to look at SEND pupils as a venerable group</p>	<p>SIMS data used in FLOURISH to support class teachers and subject leaders to analyse progress of SEND</p> <p>Teachers have sound knowledge of children prior to transitions.</p>	Stepping Stone Pathway 2 curriculum to be implemented	Pupils accessing appropriately pitches learning		Teachers are confident to teach SEND pupils and have an enhanced knowledge of needs and reasonable adjustments.
<b>Exam access arrangements</b>	Reasonable adjustments made in class and internal/ external assessments if appropriate	<p>Pupils' normal way of working embedded into the classroom</p> <p>Head of School to submit evidence and applications for access arrangements</p>	Training for TA's to facilitate SATs (prompting/ scribing/ reading)	All SEND pupils to have full access for assessments		

PRIORITY AREA	SHORT TERM (2023-2024)	OUTCOME	MEDIUM TERM (2024 – 2025)	OUTCOME	LONG TERM (2025 – 2026)	OUTCOME
<b>Classrooms are optimally organised to promote participation and independence for all, including the use of assistive technology</b>	<p>Clicker licenses purchased to support writing outcomes</p> <p>Alternative table purchased to enable pupil using a wheel chair to sit alongside his peers</p> <p>To continue to follow advice from SEND professionals to support provision for all children</p>	Specialist teacher reports proposes reasonable adjustments.	Adjustments are organised prior to children transitioning or starting school	New pupils transition without incident or exclusion	Contact maintains with external SEND professionals. Observations of pupils in settings as required	Needs of pupils with SEND considered when budget setting in regards to buildings and equipment
<b>Aim: Access to the physical environment</b>						
Current good practice						
<ul style="list-style-type: none"> <li>• Disabled parking (Wingham)</li> <li>• Single story access (Wingham)</li> <li>• Disabled toilets</li> <li>• Care Suite (Wingham)</li> <li>• Moving location/ layout of classrooms as required</li> </ul>						
<b>Improve and maintain access to the physical environment</b>	External professionals review provision for SEND pupils and make recommendations such as larger tables, table positioning, using additional computer equipment	Adaptions made Autumn 22 with two individuals in mind				

PRIORITY AREA	SHORT TERM (2023-2024)	OUTCOME	MEDIUM TERM (2024 – 2025)	OUTCOME	LONG TERM (2025 – 2026)	OUTCOME
<b>School environment is optimally organised to promote participation and independence for all parents and visitors</b>	Parents to have optional phone call for parent consultations if they require that as an option	All parents can access parent consultations	Should it be required a disabled parking space will be allocated at Preston	Disabled visitors or parents will access Preston school more easily		
<b>Aim: Delivery of written information for pupils, parents and visitors</b>						
Current good practice						
<p>The school uses a range of communication methods to support pupils' needs. This includes:</p> <ul style="list-style-type: none"> <li>• Enlarged resources</li> <li>• PECs symbols</li> <li>• Overlays and different colour paper</li> <li>• Assistive technology</li> </ul>						
<b>School information is readily accessible</b>	Review website and information for parents and carers to ensure it is accessible	Information shared is in clear print and 'simple' English.  Correspondence digitally available and key information on website.	Ensure all staff are aware of the importance of accessible formats	Whole staff responsibility when communicating with school community.		

## **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 governing board and the Headteacher.

## **5. Links with other policies**

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

- › Health and safety policy
- › Equality information and objectives (public sector equality duty) statement for publication
- › Special educational needs (SEN) information report
- › Inclusion (SEND) policy
- › Supporting pupils with medical conditions policy
- › Behaviour and anti-bullying policy
- › Curriculum policy
- › Online safety policy
- › Safeguarding policy
- › Sex and relationships

## **6. Link to KCC Education Accessibility Strategy 2024 – 2027**

<https://letstalk.kent.gov.uk/education-accessibility>