



## **Lower Halstow and Newington CEP Schools Federation**

### **Accessibility Plan 2024-2027**

#### **Purpose of the Plan**

The purpose of this plan is to show how schools in the federation intends, over time, to increase the accessibility of our schools for disabled pupils. The federation 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.

#### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

#### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### **Documents and policies**

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 Information Report
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy

The Federation complaints procedure covers the accessibility plan.

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the main office on request

### **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how the federation will address the priorities identified in the plan. The plan is valid for three years 2024-2027. It is reviewed annually.

## Section 2: Aims and objectives

Our aims are to:

- Improve access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

The tables below set out how the school will achieve these aims.

### Improve access to the curriculum for pupils with a disability

Aim	Strategy	Outcome	Responsibility	Time frame
Increase access to the curriculum for pupils with a disability	<p>The federation offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.</p> <p>Manual handling training for staff to support children with physical needs.</p> <p>Audit of CPD needs and specific training, including medical.</p>	<p>Increased access to all areas of the curriculum.</p> <p>Increased safety for pupils and staff.</p>	Class Teacher Inclusion Manager SLT	New staff trained by July 2025
Make greater use of technology to support learning for all groups of learners.	<p>Support all staff to implement and effectively use iPad technology within the classroom.</p> <p>Use of iPad for all pupils – source suitable support apps for additional needs where appropriate e.g. clicker</p> <p>Specialist teacher input for pupils who meet criteria.</p> <p>Phonics pathway – use of this for personalised LW provision</p>	<p>Increased rates of progress for all learners.</p> <p>Increased staff confidence with these programs</p>	SENco SLT	July 2025
Widen the availability of physical activity within the curriculum.	<p>To enhance outdoor play equipment to ensure access for all and a wider range of activities on offer.</p> <p>To continue to implement Daily Mile (LHS) and 15 mins activity (NCEP). Enhance the resourcing of physical development in EYFS.</p> <p>Review our active learning approach within school.</p> <p>Review our adaptive teaching strategies for each subject</p> <p>Training for Play leaders.</p>	Children who are more active, healthy and ready to learn	PE Leads Inclusion Manager	July 2025

<p>Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.</p>	<p>Commitment to CPD to promote health and wellbeing.  Development of 'well-being' culture in school via PSHE and everyday interactions.  Embedding and enhancement of an outstanding pupil safeguarding curriculum.  Effective use of the Sports Premium funding to promote excellent pupil health.  Successful embedding of approaches to active learning.  Including a deeper focus on food and nutrition in 24 – 25 personal development plans.  Delivery of extra-curricular opportunities which promote mindfulness and wellbeing.  Zones of emotional regulation to be used throughout the schools.</p>	<p>An increase in visitors to support our safeguarding &amp; pupil health &amp; wellbeing curriculum.  Enhanced parental opportunity for engagement with safeguarding education via newsletters.  Pupils who are confident about learning and have a "growth mindset" persisting when faced with challenges.</p> <p>Pupils who can set goals, manage stress and organise their school work. Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential.</p>	<p>PSHE Leads  Inclusion &amp; pastoral team</p>	<p>July 2025</p>
<p>Develop and enhance SEMH provision</p>	<p>CPD for new staff to support pupil wellbeing.  Run appropriate clubs/interventions for children to attend including lunchtime clubs.</p> <p>Relaunch of lunchtime SEMH provision.</p>	<p>SEN (SEMH) children attending a club regularly either at lunchtime or afterschool.</p>	<p>SENDCo  Inclusion team  SLT</p> <p>TA</p>	<p>July 2025</p>

## Improve and maintain access to the physical environment

Lower Halstow School was upgraded in 2005 and is step free with disabled toilet facilities and wide doors.

Newington CEP School is partly housed in a converted Victorian house that is not DDA compliant with steep steps to the second floor, narrow doorways and raised thresholds. The house was converted into offices in 2019 to limit the impact of this on visitors, staff and pupils. The library is an alternative meeting space for disabled visitors. An air raid shelter was converted into a step-free accessible staff space in 2020. The school extension built in 2000 is step free with ramps, but the original 2 block extension from 1970s has single steps into classrooms from the outside space.

Therefore the plan below is for Newington CEP only.

Feature NCEP	Description	Actions to be taken	Person responsible	Date to complete actions by	Cost
Inaccessible Second floor Offices	Steep steps with no possibility of a lift.	Meet staff or visitors with mobility issues in alternative places e.g. library.	SLT	Annual review	
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be tidy and free from obstructions. Lunchboxes and coats hung up. TAs to check at the end of break and lunchtime that corridors are clear.	All support staff	Annual review	
Doors	Doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Fixed openings installed on doors accessing playground from internal corridor.	Site manager	Annual review	
Emergency escape routes	Labelled well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	On going	

Disabled parking bays are narrower than standard	Bays are wider than normal bays but not wide enough for a wheelchair or well placed.	Provide alternative parking in front of school office.	SLT as required	Review as required	
Access to school main entrance via carpark.	Access via small wooden gate which can be opened wider if needed. Currently used by all with no issues	Review arrangements regularly.	Site manager	Annual review	
Ramp at front of school (pedestrian entrance)	The ramp is steeper than current guidance.	Continue to review, particularly in bad weather. Ensure additional salt is used.	Site manager	Annual review	