



Peacehaven Community School

Accessibility Plan

Document Management

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Approved by: Headteacher and Chair of Governors

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1. Aims

This accessibility plan was drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010, in which school governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period. Peacehaven Community School is committed to providing an accessible environment which values and includes all stakeholders, including pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are also committed to challenging negative attitudes and stereotypes about disability and accessibility with the aim of developing and nurturing a culture of awareness, tolerance and inclusion. Peacehaven Community School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An accessibility plan will be formulated to initially cover a three-year period. The plan will be reviewed and updated annually.

The accessibility plan will include appropriate and targeted actions to:

- Improve access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school, and physical aids to access education, including access provisions for the hearing and visually impaired.
- Increase access to the curriculum for pupils with a disability, identifying and making reasonable adjustments to the curriculum where appropriate, in order to ensure that pupils with a disability are provided with equal life chances and opportunities as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the extracurricular activities of the school, including participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may improve pupils' access to the curriculum.
- Improve and make reasonable adjustments to the accessibility of written information to pupils, staff, parents and carers and visitors with disabilities. This might relate to in-class resources, timetables, adapted textbook materials and general information about the school and school events. The information should be provided in a range of preferred formats within a reasonable time frame.

The action plan for physical accessibility is linked to the Access Audit of the School, which is reviewed and adjusted regularly. It may not be feasible to achieve some of the aims during the timescale of the initial accessibility plan and, consequently, some items will carry over

into subsequent plans. The audit will need to be reviewed prior to the end of each three-year plan to inform the objectives for the following three-year plan. The school prospectus and other publicly available information, for example, the school website, will make reference to this accessibility plan. The school's accountability and complaints procedures will operate with reference to the accessibility plan. The Plan will be monitored through the planning and implementation of the school curriculum and the Site premises managers. The plan will be monitored by Ofsted as part of its inspection cycle. We acknowledge that there is a need for the development of disability awareness and ongoing training for staff and governors in the matter of disability discrimination and the need to inform attitudes and promote reflection on this matter.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises

3. Action Plan

Improving Access to the physical environment Current good practice:
 The environment is adapted to the needs of pupils as required. This includes:

- ramps
- elevator
- corridor width
- disabled parking bays
- disabled toilets and changing facilities.

Targets	Actions to be taken	Timescales/ Milestones	Person Responsible	Success Criteria	Monitoring
Accessibility needs are checked for year 6 students and casual admissions and for parents and carers	Staff to collate information from primary schools to check on any accessibility issues. Staff with responsibility for Induction to check accessibility issues	July 2023 and ongoing	SEND team/year 7 Pastoral team and SLT	All new students and parents/ carers have access to the physical environment	Complete information for transition students to ensure the accessibility needs of all students are met.

<p>Health care plans are in place for students with physical and medical difficulties.</p>	<p>Health care plans. Meetings booked in. The need for Health Care Plans takes place as part of the school's induction process.</p> <p>Meeting with health professionals to take place prior to students joining the school.</p>	<p>Ongoing</p>	<p>SEND team and medical room supervisor</p>	<p>Health care plans are in place for students with specific needs</p>	<p>All students who need a Health Care plan have one in place.</p>
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<p>Individual access assessment in place for students with a physical disability prior to joining PCS. Multi-agency meeting to check needs and provision</p>	<p>Multi-agency meeting to check needs and provision</p>	<p>Ongoing</p>	<p>SEND Team</p>	<p>Access statements in place and shared with staff</p>	<p>Access statements in place and available.</p>
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All building work has considered East Sussex and Swale accessibility guidance.	Contractors make use of the East Sussex accessibility toolkit	Ongoing	SLT/ Estate Manager	All building work considers the need for access.	Review and compliance with any building work that is undertaken by the estate manager
Further development of The Key to ensuring there are quiet and safe places for time out and intervention for students with social, emotional, and mental health needs	Inclusion Plan in place. Include safe spaces in risk assessments/risk reduction plans. Investigate further resource order to buy new equipment for the identified space	July 23	SEND/ SLT and Pastoral Teams	Suitable spaces are available for nurture intervention. Quiet and safe spaces available for students in need of time out of the classroom	SLT and SEND team to review the locations of the allocated areas and ensure that any changes are made for the following academic year.
Ensure access for students with hearing and visual impairment. Review of provision for hearing impaired students	Ongoing meetings with Sensory Support Service	Ongoing	SEND team	Building is accessible to students with both hearing and visual impairments	Lesson observations and pupil voice will lead to ongoing adjustments to cater to all student's needs and ensure that any technology or extra
					support required is up-to-date.

Ensure access for students in wheelchairs	Audit of building needs of physically impaired students. Ongoing meetings with Support Services Adaptation to the building when works are undertaken	July 2023 and ongoing	SEND/SLT/ Site and Pastoral teams	The building is accessible to students in wheelchairs.	The Site team ensures compliance with any new building work that is due to take place and evaluates the impact of any changes, in regards to accessibility to all school areas.
Chairs to support students with mobility issues in Science classrooms	Purchase suitable chairs in discussion with Science and DT	October 2023	SEND team	Students are able to access a full curriculum and take part in all aspects.	Review needs at the end of the year to see if more purchases are required.

Improve Access to the Curriculum

Targets	Actions to be taken	Timescales/ Milestones	Person Responsible	Success Criteria	Monitoring
Increase confidence of staff in differentiating the	Audit of staff confidence regarding SEND. Ongoing staff	September 2023 and ongoing	SEND team/ SLT and HOD's	Raised confidence of staff in delivering a differentiated	CPD requests, pupil voice, Lesson observations and

curriculum	input on differentiation. Access staff work as part of subject scrutiny by middle leaders and SLT. Annual training for new and existing staff for different areas of SEND. Inclusion focus observing in class and advising subject teachers			curriculum Improved outcomes for students on SEND and Pupil Premium register Reduced gaps for SEN and PP students Students with SEND make at least good progress in all subject areas.	book looks and through external audits
SEND focus week To enable the SEND team to identify strengths and areas for development within departments. This will allow the SEND team to provide targeted support and bespoke CPD to be put in place for departments	Arrange time in the calendar for observations to take place. Information is given to staff to support planning.	Ongoing	SEND team/	Teachers have appropriate information to deliver effective lessons with a student-centered approach, This will be evident within lesson observations and students' academic attainment and engagement within lessons.	Lesson observations, book looks, and pupil's voice. Staff participation and attendance to CPD (as evidenced by staff CPD feedback). Student trackers and behaviour data to indicate a reduction in behaviour points and 'on calls'.

SEND item on all faculty agendas	Ensure all HOD have SEND included on departmental agendas	Ongoing	SEND Team/HOD	Learning support assistants will be present at faculty meetings for the first 10 minutes offering advice and support on key students and helping to inform planning and differentiation.	Learning Support Assistants feedback. Book looks and student feedback. Minutes of subject meetings evidence SEND strategies. which can then be seen during lesson observations and book looks.
Ensure that disabled students participate in extracurricular activities	Survey participation by disabled students	July 2024	SEND team	Disabled students are confident and able to participate equally in extracurricular activities. Support is available where necessary.	Developing further inclusive activities as a result of the student feedback.
To improve engagement of students with social, emotional, and mental health issues, in particular, attachment-related issues	Continued professional development for SENDCo and staff working with identified groups. Nurture intervention embedded with a focus on Year 7.	Sept 2023 and ongoing	SEND team/Pastoral and attendance team.	Students in identified groups show improvements in attendance, behaviour, and academic progress.	Continued liaison with all stakeholders to ensure avenues of support are updated.

Improving Access to Information

Current Good Practice

Our school uses a range of communication methods to ensure information is accessible. This includes:

- internal signage
- large print resources
- pictorial or symbolic representations.

Targets	Actions to be taken	Timescales/ Milestones	Person Responsible	Success Criteria	Monitoring
Ensure school prospectus and website are accessible to all key stakeholders	Redesign website and brochure and ensure they explicitly welcome disabled children and those with SEND	Sept 2023 and ongoing	SLT and SEND team	Parents and carers feel confident regarding the information they have about the school.	Parental feedback and implementation of any positive additions to the site.
All signage in the school clearly supports understanding and navigation	Review all signs in school and update where necessary.	Sept 2023 and ongoing	SLT and SEND team	All pupils and visitors understand signage and they can navigate their way around the school environment and classrooms	Ensure any room changes/ staff changes are indicated and maps etc changed within good time.

Internal communication systems are effective.	To evaluate current communication systems for disseminating key information.	July 2023 and ongoing	SLT/ SEND team and Pastoral leads	All staff can access support material and implement it in daily practice.	Review procedures and introduce any updates/ improvements.
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4. Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body and the Headteacher, Rachel Hencoq.

5. Links with other policies

This accessibility plan is linked to the following [policies and documents](#):

- Health and safety policy
- Equality policy and objectives (public sector equality duty) statement for publication
- Special educational needs and disability (SEND) information report
- Supporting pupils with medical conditions policy
- Pupils with health needs who cannot attend school