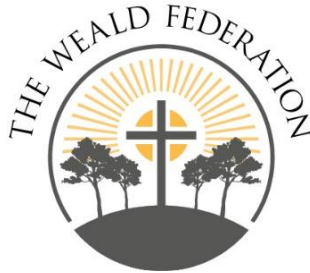


# The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools



## With God's love we grow and learn together

With God's love we grow and learn together to inspire every child and adult to flourish within our community. Through our Christian ethos, excellent teaching and shared learning, we aim to encourage everyone to discover who they are in relation to God, the world and others. This is in order to prepare for, and positively contribute to, our ever changing and diverse world.

## Accessibility policy and plans

Led by:	Joanna Challis and Jo Warren (EHTs)
Date implemented:	December 2024
Date for next review:	September 2027
Approved by:	EHTs or FGB
ESCC policy / school	School

## Contents

1. Aims
2. Legislation and Guidance
3. School Sites
4. Action Plan
5. Monitoring Arrangements
6. Links with Other Policies

### 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 disabled pupils can participate in the curriculum.
- Improve the physical environment of each school in The Weald Federation to enable pupils with a physical disability to take better advantage of the education, facilities and services provided.
- Improve the availability of accessible information to pupils with physical disabilities.

The Weald Federation aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are proud of our nurturing Christian ethos that fosters a sense of belonging, empowering our pupils to become independent, reflective learners who are able to contribute to our ever-changing and diverse world.

The Weald Federation ensures that staff and governors are trained in equality issues with reference to the Equality Act 2010, including understanding disabilities. When required, specific training is provided in order to support the children in our care. We are committed to challenging negative attitudes towards disability and to developing a culture of understanding, tolerance and inclusion for all. We regularly audit our resources and displays to ensure that they are representative of children and adults with disabilities.

The Federation seeks guidance from the Local Authority when required, working closely with the Team Around the School and Setting (TASS) Single Point of Contact (SPoC). On entry to the school or when changes occur, we consider pupils' needs in discussion with the individual pupil, their parents/carers and other specialists. We strive to maintain a flexible approach, make adjustments and carry out individual risk assessments in order to be inclusive of all.

The Accessibility Plan will be made available on each school's website and will be made available in other formats if required e.g. large print, audio.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any of our schools, please follow The Weald Federation's Complaints Policy which sets out the procedure for raising 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. The School Sites**

#### **Five Ashes C of E Primary School**

- The main building was built in 1871 with a further extension in the 1980s.
- The site is on one level with one main entrance. However, some areas of the school are narrow due to the age of the building and could be challenging to navigate by some wheelchair users.
- There is a disabled toilet with hand rails and an emergency pull cord.
- Playground accessible via main entrance door

#### **Frant C of E Primary School**

- The school was built in 2011 and was opened in January 2012, therefore it is compliant in its design and accessibility, both internally and externally.
- There are currently no issues regarding accessibility in the physical environment.

#### **Mark Cross CEA Primary School**

Within the budget constraints, it will not be feasible to make the necessary changes to enable Mark Cross to be fully compliant. We have sought advice from the Local Authority who confirmed that it is not feasible to make the site fully compliant.

- The school is made up of an older, original school building (established in 1851) with a series of more modern extensions.
- Front entrance via steeply sloping pathway from the roadside pavement to the front door, overall entrance width, when fully open, 1400mm. This is wheelchair accessible, but help would be required from an attendant to manage the sloped pathway if using a manual wheelchair.
- Parking is limited and there is no dedicated disabled parking available.
- Rear entrance via the pub car park (gravel surface) and gate leading to sloped pathway to playground area. The existing pedestrian gate is not easily negotiable using a wheelchair, however the larger gate can be opened if required, however the access to this is across a grass / gravel path which may need a wheelchair user to be assisted.
- Full access from the playground to the school hall building and outdoor classroom (Robin Room)

- Playground accessible via school hall - school hall accessible via (currently decommissioned) wheelchair lift in main corridor. The mud kitchen area is wood chipped and gated and would be difficult to negotiate using a wheelchair or wheeled walking aid. The field is accessible.
- The building is on two stories with a staircase leading to the upper level (currently year 5/6 classroom, intervention break out room and staffroom). There is currently No wheelchair access possible to the top floor.

### **Ground Floor:**

- The entrance hallway is wheelchair accessible, however the school office, Headteacher's office and girls and boys toilets are 700mm (below the 775mm minimum requirement for wheelchair access).
- The door into the Year 3/4 classroom from the hallway is 700mm (below the 775mm minimum requirement for wheelchair access). Once inside, is accessible and is likely to provide adequate circulation space to a wheelchair user. The separate, artificial grass area is on a slope and help would be required to make it wheelchair accessible. The path to the main playground from this classroom has a set of steps from the artificial grass area to the playground.
- The current doorway would need to be widened to make the space accessible. This would be challenging due to perpendicular walls either side of the door frame. Limited space in the Reception classroom means that careful consideration to the planning and layout of the furniture and equipment would be necessary
- The Year 1/2 classroom from the hallway is 700mm (below the 775mm minimum requirement for wheelchair access). Widening of this doorway and others mentioned would be necessary to ensure ease of access.
- The staff toilet has steps going down to it from the main corridor and is wheelchair accessible via a wheelchair stair lift (currently decommissioned). Although once in the toilet, help may be required to remove the wheelchair and close the door. This is clearly dependent upon the dimensions of the wheelchair and the needs of the disabled person. The corridor to the staff toilet is also a cloakroom, bags and coats would have to be left carefully or a new place found for them to be left for ease of access.

### **First Floor**

- The whole of the first floor including the Year 5/6 classroom, the shared intervention space, Nurture Room, photocopier, staffroom and SEND room are all currently unable to be accessed using a wheelchair as there is no existing lift facility. However, a wheel chair could be kept upstairs. This would be dependent upon the individual's ability to negotiate stairs and complete the necessary transfers to /from wheelchairs as required. All doorways would need to be widened on the first floor to ensure ease of access.
- A stair lift would enable a wheelchair user to access the first floor. The wheelchair user would need assistance to get in and out of it and their wheelchair and would require assistance to store the excess wheelchair safely. A wheelchair stair lift would enable a wheelchair user to access the first floor. The installation of either of these types of stair lift on the main stairwell would need to include a range of safety measures such as key switches to ensure the safety of all pupils and staff. This is unlikely to be feasible due to space restrictions upstairs and the impact this would have on the safe use of the stairs.
- In case of fire a quick evacuation from the first floor for a wheelchair user would be extremely challenging and the fire escape access would not be suitable for use.
- Outdoor signs directing people to the school entrance from the pavement in front of the church are not obvious to see. Whether an extra sign can be put on church land would need to be looked into and

funding arranged.

- Outdoor lighting is in place on the path leading immediately around the building and school hall.
- Lighting is limited when leaving the school gate at the front entrance and when entering the pub car park at the rear. Arrangements for better lighting would need to be made in conjunction with the pub landlord, church and Mark Cross Community Centre.
- A pictorial sign indicating the disabled toilet is in place.
- The hall has an echo that can make it hard for children with impaired hearing to hear instructions / talking clearly. Consideration should be given to investigating improved sound-proofing to the benefit of both staff and pupils. Additional equipment such as the installation and use of individual microphones /loop systems / flashing lights linked to the fire alarms would need to be investigated in order to meet the needs of pupils with a hearing loss.

### Mayfield

- The school is made up of an Edwardian building, a more modern extension and two mobile classrooms. There are several access points to the school, with double doors from outside. However, there are a number of steps to the main office entrance, meaning that a wheelchair user would need to travel around the building to access this point.
- The building has wide corridors throughout.
- The playground can be accessed via the hall as there is a ramp and hand rail as well as steps.
- Both mobile classrooms can be accessed by wheelchair users.
- One classroom in the Edwardian part of the building has a step. However, there is a mobile ramp available if required to access this room.
- There are steps down to the lower garden and adventure trail.
- The fire escape opposite Bramblings Room has 2 sets of steps.
- There is a spacious disabled toilet on site with hand rails, emergency pull cord, shower and adjustable changing table.

## 4. Accessibility Plans

Increase Access to the Curriculum – The Weald Federation				
Target	Actions to be Taken	Person Responsible	Date to complete Actions By	Success Criteria
To ensure that all classrooms are organised effectively to provide optimum access to the curriculum for children with disabilities.	<p>Review SEND children’s access to the curriculum and resources within their classrooms.</p> <p>Observations to be carried out to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Consider the best position for pupils to be seated and how easily they can move around the classroom.</p> <p>Ongoing monitoring from SENCO.</p>	<p>Head of School</p> <p>Inclusion Lead</p> <p>Class Teachers</p>	Ongoing	All pupils are able to access resources.

## Increase Access to the Curriculum – The Weald Federation

Target	Actions to be Taken	Person Responsible	Date to complete Actions By	Success Criteria
	<p>Liaise with external professionals e.g. Occupational Therapist to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>			
<p>To ensure that all class teachers understand and apply adaptive teaching strategies and resources to meet the needs of all learners.</p>	<p>Ensure effective communication between the Inclusion Lead, class teachers and TAs regarding SEND needs.</p> <p>Monitoring programme for inclusion in each school to include learning environments, planning review, pupil voice</p> <p>Pupil progress meetings to review progress for all SEND meetings</p> <p>To develop a quality of education policy including our core teaching and learning principles.</p> <p>CPD needs identified and delivered re: adaptive teaching.</p> <p>Working across the Wadhurst Alliance, Alliance Partner and Inclusion Advisor.</p>	<p>Head of School</p> <p>Inclusion Lead</p> <p>Class Teachers</p>	<p>Ongoing</p>	<p>Teachers confidently apply adaptive teaching strategies to meet the needs of all learners.</p> <p>All pupils are able to access the curriculum successfully and are making good progress.</p>
<p>Offsite visits and extra-curricular activities are planned effectively to ensure they are accessible to all.</p>	<p>Exeant Visit Coordinator (EVC) to regularly attend training updates.</p> <p>EVC/Inclusion Lead to liaise with pupils and parents and seek advice from the inclusion team where necessary.</p> <p>Ensure venues are vetted for suitable facilities and inclusion as required.</p> <p>Individual Risk Assessment training for staff.</p> <p>Individual risk assessments are written for pupils with specific needs .External providers to commit to inclusive practice, making reasonable adjustments for individuals as required.</p> <p>Regular review of clubs on offer that are accessible to all.</p>	<p>Head of School</p> <p>Inclusion Lead</p> <p>EVC Lead</p> <p>Class Teachers</p>	<p>Ongoing</p>	<p>Pupils feel that they have had every opportunity to access extra-curricular activities and offsite visits.</p>

## Improve the Delivery of Information to Pupils with a Disability – The Weald Federation

## Increase Access to the Curriculum – The Weald Federation

Target	Actions to be Taken	Person Responsible	Date to complete Actions By	Success Criteria
Use a range of communication methods to make sure information is accessible.	Use a range of communication methods when required. For example: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Provision for hearing impaired pupils, staff or parents – hearing loops where needed</li> <li>• Pictorial or symbolic representations</li> <li>• Use of devices to support communication</li> </ul>	Headteacher Inclusion Lead	As required	All members of the school community can access information effectively.
Develop the use of visual representations to support communication.	Makaton subscription has been purchased - Increase signing for key words and phrases	Inclusion Lead	As required, follow on CPD as required.	Pupils' communication is supported by visual signs and representations.  There is a consistent visual communication system used within the school that is understood by all.

## Improve and Maintain Access to the Physical Environment – Mayfield CE Primary School

Target	Actions to be Taken	Person Responsible	Date to complete Actions By	Success Criteria
Create disabled parking spaces for easier access to the school.	Liaise with the Parish Council to consider the possibility of a disabled parking space on the road outside of the school  Clearly define parking spaces in the staff car park, with a designated disabled parking space	Headteacher Governors  Premises Manager	Seek advice by January 2025	Improved access for disabled pupils, staff and visitors.
Intercom system installed at the bottom	Discuss with the relevant contractors and obtain quotes if the work is possible and appropriate.	Headteacher and Premises Manager	September 2025	Visitors are welcomed by staff on arrival to the school to

## Improve and Maintain Access to the Physical Environment – Mayfield CE Primary School

Target	Actions to be Taken	Person Responsible	Date to complete Actions By	Success Criteria
of the steps to the main reception entrance.				support them swiftly with access to the building as appropriate.
Improve signage and access for disabled visitors to the school.	<p>Improve lighting to the side entrance of the school.</p> <p>Ensure steps have well maintained hand rails and clear hazard lines.</p> <p>Signs indicate wheelchair access.</p> <p>Signs are appropriate for visually impaired persons.</p> <p>Clear identification of room functions.</p>	<p>Headteacher</p> <p>Inclusion Lead</p> <p>Premises Manager</p>	<p>Lighting – September 2024</p> <p>Clear step hazard lines – ongoing.</p> <p>Signage – September 2025</p>	Improved directions and visibility to enter and exit the building and school grounds safely.
To ensure the safe evacuation of all children and adults from the building in the event of an emergency.	<p>All staff are aware of their responsibilities.</p> <p>PEEP's written for pupils and staff if needed.</p>	<p>Inclusion Lead</p> <p>Class Teachers</p>	Annually and as new children and staff join the school.	All physically disabled persons can be safely evacuated from the building in the event of an emergency.
Ensure all building work has considered accessibility guidance.	Discuss accessibility with ESCC and/or contractors when projects arise.	<p>Headteacher</p> <p>Premises Manager</p>	As projects are required	Building work meets current accessibility guidance and improves access for all site users.

### Improve and Maintain Access to the Physical Environment – Mark Cross CEA Primary School

Target	Actions to be Taken	Person Responsible	Date to complete Actions By	Success Criteria
To ensure the safe evacuation of all children and adults from the building in the event of an emergency.	All staff are aware of their responsibilities.  Individualised plans written for pupils and staff if needed.	Inclusion Lead Class Teachers	Annually and as new children and staff join the school.	All physically disabled persons can be safely evacuated from the building in the event of an emergency.
Ensure all building work has considered accessibility guidance.	Discuss accessibility with ESCC and/or contractors when projects arise.	Headteacher Premises Manager	As projects are required	Building work meets current accessibility guidance and improves access for all site users.
Outdoor signs directing people to the school entrance from the pavement in front of the church are not obvious to see.	Discuss with the Parish Council whether an extra sign can be put on church land would need to be looked into and funding arranged.	Headteacher Premises Manager	January 2025	Directed access to site in place

### Improve and Maintain Access to the Physical Environment – Five Ashes CE Primary School

Target	Actions to be Taken	Person Responsible	Date to complete Actions By	Success Criteria
Improve signage and access for disabled visitors to the school.	Signs indicate wheelchair access.  Signs are appropriate for visually impaired persons.  Clear identification of room functions.	Headteacher Inclusion Lead Premises Manager	Signage – September 2025	Improved directions and visibility to enter and exit the building and school grounds safely.

**N.B. Frant CE Primary School does not have any actions to be added to an improve and maintain access to the physical environment.**