

Preston and Wingham Primary Schools



Learning together, we grow kind hearts
and healthy minds.

Accessibility plan (2026 – 2029)

APPROVAL & ADOPTION

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

28th September 2026

Chair of Governors

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 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.

ALL	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our schools offers a differentiated curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - 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		Improve access for pupils with SEND and disabilities Annually Strengthen staff knowledge of neurodiversity	Utilise SENCO assistant/ HLTA time in the AMs at Preston to teach a KS2 key skills maths class Orchard class (KS2 key skills) at Wingham to remain in budget 2026-2027 Explore Inclusion Base extension at Preston Annual training on autism and training for ADHD, sensory needs and attachment Federation to use allocated specialist teaching hours for staff training	Helen Clements Helen Clements/ Emily Doulas Emily Douglas	Sept 26 Ongoing Review July 27	Pupils can access learning alongside their peers with reduced barriers Staff confidence increases through monitoring and surveys
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: - Seating/ standing desks - Disabled parking bays - Disabled toilets and care suite at Wingham		Improve sensory accessibility Improve visual continuity across the school Ensure future projects consider accessibility	Balanced System Recommendations implemented and reviewed following Speech and Language Audit Include accessibility review in refurbishments and premises planning	Emily Douglas Helen Clements	Ongoing	Identified adjustments implemented

ALL	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	Our schools uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Large print resources – upon request/ if needed • Induction loops – if required • Pictorial or symbolic representations • Digital formats	Continue to review and improve communication with families	Provide information in alternative formats when requested	Emily Douglas Helen Clements	Ongoing	Parents can access information effectively	
		Improve website accessibility	Review website content against accessibility standards		Annual Review	Website compliant	
		Increased use of visual communication	Visual timetables, symbols all to be populated with InPrint.	Emily Douglas	Ongoing	Improved understanding and engagement for pupils requiring additional support.	
		Strengthen translation and interpretation arrangements	Ensure support is available where required	Emily Douglas Helen Clements	Ongoing	Families access adequate communication support	
Ensure all pupils can access digital learning resources regardless of need	Microsoft word to type Laptops available for word processing Community group funding secured to purchased Clicker 8 and InPrint purchased (3 year)	Children to work with increased independence in literacy lessons	Clicker 8 – staff training	Emily Douglas	Sept 26	Staff demonstrate increased use of accessibility tools Pupils can access Clicker 8 with increased independence	

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>