Accessibility Plan

October 2024

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PROUD TO BE
Aletheia
Academies Trust

Diocese of Rochester

Ditton Junior is committed to ensuring equal access to education, services and facilities for pupils, staff and visitors with disabilities. We make reasonable adjustments to remove barriers to learning and participation and to ensure our school is open and welcoming to all. Our Accessibility Plan (published on the school website) sets out priorities across three areas: curriculum access, physical environment, and information & communication. Progress against the plan is reported to governors each term and an annual summary is published.

Key commitments

- Curriculum: We adapt teaching, resources and assessment so pupils with disabilities can access learning and achieve their potential. Quality-First Teaching, targeted interventions and provision maps are used to remove barriers.
- Environment: We maintain and improve physical access within what is reasonably practicable. A capital school improvements plan will prioritise accessible facilities and long-term planning for future admissions.
- Information: We provide information in alternative formats on request and publish a translation key and interpreter booking process. Website content is reviewed for accessibility.
- Emergency planning: Personal Emergency Evacuation Plans (PEEPs) are in place for pupils and staff who need them, and evacuation procedures are tested termly.
- Engagement: We consult pupils, families and staff when reviewing accessibility priorities and record how feedback shapes actions.

How to request support or alternative formats

Contact the school office or the SENCO to request information in a different format, to discuss reasonable adjustments, or to arrange an interpreter for meetings. Please state the format required.

Governance and review

The named Accessibility Governor is G Taylor (Health & Safety) and J Johnson (SEND). The Accessibility Plan is reviewed at least every two years, and progress is reported to Governors according to the schedule from our Governance professional

Contact

For accessibility enquiries, reasonable adjustment requests or to discuss this statement, contact the school office and ask for the SENCO K Moon. A published email and telephone contact are available on the school website.

Core Purpose

To reduce, and where possible, eliminate barriers to accessing the curriculum for Pupils at Ditton Junior with a disability.

In addition, staff and/or visitors may require adaptations to ensure access to all necessary locations.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary (e.g. proposed outdoor classroom) - these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Context

Ditton Junior is housed in two buildings which have two floors in each. As it currently stands, there would need to be large scale work before they completely met the needs of pupils in wheelchairs or those with severe mobility problems. Access for parents, carers and visitors where wheelchair access is required is currently served by a ramped entrance which does not go through main reception. The medical room is on the ground floor but accessed by step. There is planning underway to reconfigure reception to improve access and remove some of the barriers posed by variance of ground level / steps for longer term improvements. The school is developing a longer-term plan for provision for needs coming from our main feeder infant school so that we are preparing for their future.

In terms of ensuring that access to specialist facilities (PE, Music, SEND and Sensory rooms, music room, sensory rooms, students support, dining facilities, library reading areas available at ground floor level, Hall) are all situated on the ground floor.

Plan

This document meets the requirements of the Trust Accessibility Policy (Oct '24) and schedules 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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

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

   The protected characteristics include:
   - Age (in relation to staff);
   - Disability; gender re-assignment; marriage and civil partnership (in relation to staff only);
   - Pregnancy and maternity (In relation to staff only);
   - Race; religion Faith or belief; sex; and sexual orientation. (NB. Within the appendix there is a list of recommended adjustments for teachers to use within the physical environment. - Although this is not an exhaustive list it gives practical steps for teachers to use.

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.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Action plan for improving current practice and provision

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current practice	Focus for Improvement	Responsibility/ Lead	Date to complete actions by
Increase access to the curriculum for pupils with a disability	We offer a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Provision maps, resources for SEND and additional class support are directed to remove barriers to learning for all. Curriculum resources are from recognised providers such as Kapow and White Rose which include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Maintain openness to flexible classroom allocation year to year (swap classrooms to allow ground floor access in each building for	Training and introduction of Little Wandle to support access to reading for all. Assessment on transition to ensure starting points and barriers Enhance liaison work for long term planning for needs coming from our intake from Ditton Infant School. Induction programme for in year admissions to support belonging and removing barriers to learning. SENCO and Phase leaders to monitor Quality First Teaching (QFT), the quality of differentiation and provision for SEND pupils. SENCO to carry out an audit of resources /QFT to ensure that	SENCO/AHT	Summer 2026

	wheelchair access/upper floor access. 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 Conversations about inclusions and diversity inform our improvement of processes around curriculum and culture. Reporting and recording incidents on CPOMS enable leaders to analyse issues to ensure that inclusion and accessibility are supported.	lessons are planned to meet the needs of all pupils in the class Work with school consultant to ensure that Provision intent matches implementation impact. SENCO delivers regular training and provision map surgeries for teaching staff. Annual CPD on reasonable adjustments, sensory needs, and inclusive pedagogy Link QA findings to CPD calendar. Data and outcomes analysed alongside soft data from quality assurance, to ensure that the impact of accessibility and inclusion actions and policies are measured for impact. This will also inform future planning and improvement. Staff Surveys and Pupil Surveys to remove barriers to learning		
Improve and maintain access to the physical environment	The environment has some adaptations to meet the needs of pupils/ staff as required. This includes: • Ramps	Rework reception area to support access to meeting rooms and medical room. Produce a three-year capital plan with cost estimates and accessibility priorities (reception, accessible toilet, improve	HT/Trust Support from COO	Easter 2026 and Summer 2027

	- Corridor width - Disabled parking bays - Library shelves at wheelchair-accessible height - Existing Trust Staff, Pupil - and Parent Surveys	meeting room/area for families/external practitioners). Accessible toilet facilities and appropriate adaptations – particularly those that impact current staff profiles. Personal Emergency Evacuation Plans will be created or reviewed for all pupils and staff who require them. PEEPs are stored centrally with the SENCO and are tested during termly evacuation drills. Records of PEEP tests and any follow-up actions will be kept for governor review. The school will run an annual parent survey, a pupil voice focus group including disabled pupils, and a staff survey; a one-page summary of responses and resulting actions will be published each year.		
Improve the delivery of information to pupils with a disability	We use a range of communication methods to make sure information is accessible. This includes: Internal Signs on doors to identify classes, names, items – Large print resources available and identified on SEN / IHP and	Publish alternative format request process, website translation key, and interpreter booking steps. Current review of communications methods to ensure all stakeholders can access and engage in school life.	Media team and Website/IT Trust team SENco	Spring 2026

	EHCPs provision maps where appropriate.	Provision of translators where needed to allow parental meetings to be well supported. record changes and improvements and share with community through SWAY Alternative formats and interpreter requests Requests for information in alternative formats or for an interpreter should be made to the school office or the SENCO. Please include the format required and any deadline. The school will acknowledge requests within 5 school days and aim to provide materials within 15 school days or sooner where possible		

Appendix 1

Reasonable adjustments in the classroom

This is not an exhaustive list of every aspect of planning; it is a list of practical classroom arrangements that teachers may find useful in thinking of a range of adjustments they may need to make.

Pre-planning information

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?
- If you don't know how the disabled pupils' needs will/can be met seek advice from SENCO or Head or from other agencies such as The Trust, Educational Psychologists, Advisory Teacher or Health Professionals.

What preparation have you made with the class/ group for:

- One to one peer support
- Collaborative learning and group work
- Valuing difference of race, gender, ethnicity, disability or religion
- How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in class?

Lesson planning: how will you support the needs of all learners?

- Identify gaps/areas of weakness.
- Information gathering with family and pupils. Address needs through refinements to quality first teaching and/or targeted class based interventions.
- Ensure adapted classroom practice and use of resources.
- Time limited; class based interventions are provided focusing on key areas of concern.

Consider:

- timing,
- variation of activities,
- types of activities [concrete/abstract],
- reinforcement of key ideas,
- extension work
- recall of previous work,
- links to future work,
- clear instructions.

- Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engages all students?
- Are you able to access specially adapted equipment for some students to enable them to participate fully?
- If not, can an alternative way be found? Will diversified and differentiated work allow all pupils to experience success at their optimum level?

What different teaching styles are you going to use?

- Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?
- Auditory e.g. use storytelling, talking, effective questions, problem solving, clear sequencing, music, singing? Kinaesthetic e.g. use movement, role play, artefacts, use the environment

Prepared materials

- Are written materials accessible to all: formats; readability; length; content?
- Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all.
- Are the use of adaptive tools such as overlays, fidget tools, cognitive load supports readily available and prepared in advance
- Appropriate use of augmented communication and ICT

Self presentation

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?
- Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?
- How will you use your voice in the lesson, e.g.: volume, tone, and make sure all children understand you?
- Where will you position yourself in the classroom and when?
- How will you use scripts, restorative practice to support the engagement of all learners particularly those where SEMH barriers exist.

Use of support staff

- Have you met with or at least communicated with support staff before the lesson.
- How are you going to use other adult support in the lesson?
- Does their use allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils are gaining from this?
- If you are using withdrawal, how are the groups organised?

Classroom organisation

Is seating carefully planned and/or the activity accessible for pupils with:

- mobility impairments e.g. circulation space, table height

- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare

- visually impaired e.g. maximise residual sight, if touch can reach

- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact

- pupils with short attention span/easily distracted, e.g.: sit on own

- learning difficulties who need a lot of support, e.g.: next to peer supporter

- short attention span, e.g.: distraction free zone

- What seating plans are you using and why? Think about KAGAN structures to support learning and accessibility.
- Will seating plans make use of peer support and how?

How will you organise and group pupils in lessons?

- Friendship groupings?
- Mixed sex/same sex groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together, eg: stronger reader/weaker reader?

How will you deal with unexpected incidents?

- Are you aware of the systems for dealing with unexpected incidents, for example fire evacuation, fainting or fits, incontinence, medical emergencies?
- Ensure up-to-date PEEPs for all pupils/staff who need them; test evacuation procedures termly.

How will you ensure that all students feel equally valued through their experiences of:

- the allocation of teacher and support staff time.
- being listened to/ paid attention to.
- being respected; achieving;
- interacting with their peers

How will you assess the outcomes?

- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self-evaluation?
- How will you involve pupils in assessing their progress?