



THE
TURING
SCHOOL

Accessibility Plan 2025 to 2028

Imagine anything, create the impossible

Date of Approval	September 2025
Date of Next Review	September 2028
Head of School	Sarah Doyle
Chair of Governors	Chris Duckling
Version	3

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Please see our SEND Information Report and Equalities Policy and Objectives for further information.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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 an 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	Date to complete actions by	Person responsible	Outcomes
Accessibility needs are checked for year 6 students and casual admissions and for parents and carers.	Staff collating information from primary schools to check on any accessibility issues. Staff with responsibility for Induction to check accessibility issues	July 2024 - Onwards	CLE, CHO and EGA	All new students and parents/ carers have access to the physical environment
Health care plans in place for students with physical and medical difficulties.	Assessment re need for health care plan/personal care plan takes place as part of the induction process. Meetings with health professionals take place prior to students joining the school	Ongoing	CLE	Health care plans are in place for students with specific needs
Individual access assessment in place for students with a physical disability prior to joining The Turing School.	Multi agency meeting to check needs and provision.	Ongoing	CLE	Access statements in place and shared with staff.
All building work has considered East Sussex Accessibility guidance.	Contractors make use of East Sussex accessibility toolkit	Ongoing	SDO	All building work considers the need for access.
Further development of The Key to ensure 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.	September 24	CLE	Suitable spaces available for nurture intervention. Quiet and Safe spaces available for students in need of time out of the classroom.

Ensure access for students in wheelchairs	Audit of building re needs of physically impaired students. Ongoing meetings with Support Services Adaptation to building when works are undertaken	September 24	CLE/SDO	Building is accessible to students in wheelchairs.
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Improve access to the curriculum

Current good practice:

- Our school offers a differentiated curriculum for all pupils
- We use curriculum 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
- The curriculum is reviewed to ensure it meets the needs of all pupils

Targets	Actions to be taken	Date to complete actions by	Person responsible	Outcomes
Increase confidence of staff in differentiating the curriculum. See whole school improvement plan.	Audit of staff confidence regarding SEND. Ongoing staff 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.	September 2024	SDO/CLE SDO/CLE and the staff in Connect SDO/CLE	Raised confidence of staff in delivering a differentiated 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.
Develop curriculum to ensure access for students working below average levels.	Connect and T&L lead support joint planning with subjects re differentiation of curriculum. Consistency of focus on differentiation	September 2024	Quality of Engagement Team	Students working below average levels making at least good progress in humanities.

Ensure that disabled students participate in extracurricular activities.	Survey participation by disabled students	September 2024	JKE	Disabled students are confident and able to participate equally in extra curricula activities. Support available where necessary.
To improve engagement of students with social, emotional and mental health issues, in particular attachment related issues.	Nurture programme is reviewed and updated. Continued professional development for SENDCo and staff working with identified groups. Nurture intervention embedded with a focus on Year 7.	September 2024 Ongoing September 2024	SDO/CLE	Students in identified groups show improvements in attendance, behaviour and academic progress.
To improve engagement of students with social, emotional and mental health issues.	Review and update the current pastoral system which supports links with families of targeted students	September 2024	SDO/Pastoral Team	Students in identified groups show improvements in attendance, behaviour and academic progress.

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

Target	Actions	Date to complete actions by	Person responsible	Outcomes
Ensure school prospectus and website is accessible to all key stakeholders.	Redesign website and brochure and ensure it explicitly welcomes disabled children and those with SEND.	September 2024	SDO/CLE	Parents and carers feel confident regarding the information they have about the school.
All signage in the school clearly supports understanding and navigation.	Review all signs in school and update where necessary.	September 2024	SDO/CLE	All pupils and visitors understand signage and they can navigate their

				way around the school environment and classrooms.
Internal communication systems are effective.	To evaluate current communication systems for disseminating key information.	September 2024	CLE and Connect staff	All staff can access support material and implement it in daily practice.

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 Head of School, Sarah Doyle.

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

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