

Swinford Church of England Primary School

Accessibility Plan

Approved by: Seona Farrelly (Chair of Governors)

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Next review due by: September 2026



SWINFORD
CHURCH OF ENGLAND
PRIMARY
SCHOOL

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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.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date for completion	Success criteria
Increasing access to the school curriculum for pupils with very specific needs.						
Increase confidence of all staff in differentiating the curriculum	Staff have a good understanding of the children in their class. Staff feel supported by the SLT and know that they are able to request training in areas in which they feel less confident. Children are carefully selected to receive additional support and recommendations and training opportunities are always considered. Module training from the Hearing Support team, to improve the inclusion of hearing-impaired children.	Medium term objectives	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia friendly classrooms, hearing friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation online learning modules if required.	SENDCo Co-Headteachers Teachers	Ongoing	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Some SEN pupils have had ICT audits, and certain software has been recommended.	Long Term	Make sure software is identified and installed where needed. Obtain advice from external services where required.	Class teacher SENDCo Co-Headteachers	As required	Wider use of SEN resources in classrooms
All educational visits to be accessible to all.	To date, all SEN children have been included in trips and extra-curricular activities. Risk assessments have been created and additional support put in	Long Term	Develop guidance for staff on making trips accessible and ensure each new venue is vetted for	Class teacher SENDCo Co-Headteachers	As required	All pupils in school able to access all educational visits and take part in a range of activities.

	place where necessary.		appropriateness			
Increased awareness, inclusion and equality for children with a disability.	Inclusion toys have been purchased for the EYFS classroom to promote equality and an understanding of disability. We provide equipment and resources tailored to the needs of pupils who require support to access the curriculum.	Long Term	Continue to acquire equipment, toys and resources which promote inclusion for all children in the school.	SENDCo EYFS Lead	On going	Pupils have a better understanding of differences and the importance of treating each other the same.
Provide continued monitoring of pupils with SEN or disabilities.	Targets are set effectively and are appropriate for pupils with additional needs. Termly meetings are carried out with teachers and parents to provide feedback and keep a continued dialogue open. The curriculum is reviewed to ensure it meets the needs of all pupils.	Long Term	Continue to monitor carefully the ongoing progress of children with SEN or a disability. Continue to work closely with parents and carers to ensure every child has the best possible support system in place.	Teachers SENDCo Co-Headteachers	On going	The progress of children with SEN or disability is constantly reviewed and is used to inform and adapt all future planning, to ensure the best possible outcome for the child.
Increase access to the curriculum for pupils with disabilities.	We provide equipment and resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality	Continue to source toys and resources which include examples of people with disabilities.	EYFS Lead EYFS Lead	on going	All children can easily access all of the resources in the outdoor play area. Examples of people with disabilities within the majority of resource collections.

		Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.				
Improving access to the physical environment of the school						
The school is aware of the access needs of disabled <u>pupils</u> , staff, governors, parent/carers and visitors	The environment is adapted to the needs of pupils as required. This includes: Ramps Disabled parking bays Disabled toilets and changing facilities Disabled toileting equipment and changing facilities are also provided. Library shelves at wheelchair-accessible height.	Long Term	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process	Co-Headteachers SENDCo	Ongoing	IEPs in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met Parents have full access to all school activities. Access issues do not influence recruitment and retention issues All children and adults can easily access the outdoor classroom. Everyone can sit comfortably at the picnic tables. All children can independently choose books which are appropriate to

						their reading age and interests.
Layout of school to allow access for all pupils to all areas	Our school is built on one level with wide doors and wheelchair access throughout. Disabled toilets are easily accessible and moving and handling equipment is available.	Long Term	Consider needs of disabled pupils, parents/carers or visitors. Especially in outdoor area where there is a steep gradient slope to access the top field and the fire drill assembly point. Also consider access to the woodland area which is based on a steep, muddy and often slippery slope. Consider if or how this can be accessed safely by children with a disability.	As required	Co-Headteachers SENDCo Governors	Access for all
Ensure all disabled pupils can be safely evacuated	Regular fire drills, planned and unplanned. Children with a disability have a dedicated 1:1 adult support who has been briefed on safety procedures. An evacuation plan has been drafted and shared with all staff for children with a disability.	Long Term	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils.	As required	Co-Headteachers	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired	Staff who work with hearing impaired children have recently taken part in a 4-module training course delivered by the Hearing Support Team from LCC, hence improving awareness and providing insight into a hearing	Long Term	Seek support from LA HI and VI advisory teachers. Risk assessment for children with visual / hearing impairments.	Ongoing	LA HI and VI advisory teachers in conjunction with SENDCo	All children have access to the appropriate environment

children.	friendly classroom.					
Improving the delivery of written information to disabled pupils						
Improve the delivery of information to pupils with a disability.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Pictorial or symbolic representations • Internal signage • Large print resources			Ongoing		
Review information to parents/carers to ensure it is accessible.	Communication between school and parents/carers is excellent. School use many methods of communication; letters, home school records, tapestry, notice boards, text service, tweets, email and parent assemblies (during pre-Covid schooling)	Long Term	Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms.	Ongoing	Office Manager Co-Headteachers	All parents receive information in a form that they can access.
Provide information in other languages for pupils or prospective pupils	There is signage up within the school providing a multicultural approach to communication. At this point in time we have a small number of EAL including French and Norwegian.	Long Term	Access to translators, sign language interpreters to be considered and offered if required.	As required	Teachers SENDCo	Pupils and/or parents feel supported and included.

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 headteacher and governing body.

5. 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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Predominantly single storey (the only staircase and small upstairs rooms are for the headteachers office and long-term storage).	None	Co-Headteachers	N/A
Corridor access	All corridors and doorways are wide and they are always kept clear of obstructions and clutter.	None	Co-Headteachers	N/A
Parking bays	There are two disabled parking bays at the front of the school.	None	Co-Headteachers	N/A
Entrances	The entrances are wide and they are always kept clear of obstructions and clutter.	None	Co-Headteachers	N/A
Ramps	A ramp has recently been installed to enable wheelchair users to access the EYFS play shed.	none	Co-Headteachers	October 30 th

Toilets	The disabled toilet is purpose built and very well equipped.	None	Co-Headteachers	N/A
Reception area	The reception area is wide and always kept clear of obstructions and clutter.	None	Co-Headteachers	N/A
Internal signage	Internal signage is clear, up-to-date and at a suitable level for everyone to read.	None	Co-Headteachers	N/A
Emergency escape routes	Emergency escape routes are well signed, wide and always kept clear of obstructions and clutter. A drill takes place at least termly.	None	Co-Headteachers	N/A