

Accessibility Plan 2020-2023

Policy Statement

This plan outlines the proposals of the Local Advisory Board of Swallowdale Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-today activities.

Aims of the policy

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.

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 Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The plan will be made available online on the school website, and paper copies are available upon request.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- The Local Advisory Board
- External partners

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

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.

Links with other policies

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

- Health and safety policy
- Equality policy
- Behaviour policy
- Special educational needs (SEN) information report and SEND policy
- Supporting pupils with medical conditions policy

Complaints Procedure

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.

Improving access to the physical environment of the school

Target	Actions	Timescale	Responsibility	Success Criteria
To ensure the school environment is accessible to pupil and staff physical needs.	<p>When a child's needs are made known a risk assessment to be conducted.</p> <p>Reasonable adjustments to the building to made to accommodate assessed needs.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	As required	SENDCO Head Teacher Class Teachers School Office	<p>Risk assessment in place for all pupils with disabilities.</p> <p>All staff and pupils feel confident their needs are met.</p> <p>Access issues to not influence recruitment and retention of staff.</p>
Any changes to layout of school will consider the needs of those with disabilities	Consider needs of pupils with disabilities/parents/staff and visitors when considering building design.	As required	Head Teacher Bradgate Education Partnership	All children/staff/visitors have access to all buildings as far as possible.
Ensure all disabled pupils/staff/visitors can be evacuated safely.	<p>Consider needs of pupils with disabilities when planning emergency evacuation routes.</p> <p>Ensure all staff and visitors are aware of evacuation routes and their responsibilities.</p> <p>Write Personal Emergency Egress Plans for identified individuals.</p>	As required	Head Teacher Local Advisory Board Premises Officer	All disabled pupils and staff can be evacuated safely in the event of a fire or other emergency evacuation.

Improving access to the school curriculum

Target	Actions	Timescale	Responsibility	Success Criteria
Ensure delivery of curriculum content is accessible to all pupils.	<p>Provide suitably enlarged clear print for pupils with a visual impairment as required.</p> <p>Liaise with local authority to provide hearing equipment to pupils with a hearing impairment.</p> <p>Use resources tailored to the needs of pupils who require support to access the curriculum.</p>	As required	<p>Class Teacher</p> <p>SENDCO</p>	All pupils can access curriculum materials equally.
Ensure that all pupils individual needs are met through school support plans.	<p>Create school support plans for all pupils with a disability.</p> <p>Ensure that targets are appropriately matched to pupils with a disability.</p>	<p>As required</p> <p>To be reviewed 3 x year</p>	<p>Class Teacher</p> <p>SENDCO</p>	All pupils' targets reflect their individual needs.
Ensure all parents and carers can access information about their child's progress and curriculum.	Support access to translators and sign language interpreters as required.	As required	<p>Class Teacher</p> <p>SENDCO</p>	All parents and carers can access curriculum information.



**Swallowdale
Primary School**