



**Swallowdale  
Primary School**

# Accessibility Policy

<b>Reviewed</b>	November 2022
<b>Frequency of Review</b>	3 Years
<b>Written by</b>	Jennifer Cross
<b>Approved by</b>	

## **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-to-day 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 Head teacher 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 Information and Objectives
- 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.

Target	Strategies	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 will be made to accommodate assessed needs. The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Layout of rooms</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	As required	<p>SENDCo</p> <p>Head Teacher</p> <p>Teaching Staff</p> <p>School Office</p>	<p>Risk assessment in place for all pupils with disabilities.</p> <p>All pupils and staff feel confident that their needs are met.</p>
<ul style="list-style-type: none"> <li>• Improve the physical environment of the school</li> </ul>	<p>To develop outbreak/intervention spaces within school.</p> <p>Create a sensory space within school to support pupils emotional and sensory regulation and ability for all to access learning opportunities.</p> <p>The school will take account of the needs of pupil, staff and visitors with physical difficulties and sensory impairments when planning and undertaking improvements/refurbishments of the premises.</p>	On going	<p>SENDCo</p> <p>All Staff</p>	<p>Safe space for pupils to flourish.</p> <p>To be an inclusive school that is available to meet their needs.</p>
Pupils with emotional, social and behavioural difficulties are supported in school.	<p>EP assessments</p> <p>ELSA</p> <p>TA support for pupils</p> <p>Sensory circuits</p> <p>Rabbit Therapy</p> <p>Social and communication groups</p>	On going	<p>Teaching Staff</p> <p>SENDCo</p>	Children to be able to access as and when.

Classrooms are optimally designed with needs in mind.	Layout design Space used to facilitate individual and group learning.	On going	Teaching Staff	Pupils can move freely around the classroom and access resources.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum - including trips and residential visits as well as extracurricular provision	To ensure all pupils have access to wider curriculum  Cycle of reviewing and updating training needs relating to children's individual needs  Medical care plans to be written and regularly reviewed in consultation with all parties involved in children's medical care.	On going	SENDCo  Teaching Staff	High portion of SEN pupils attending trips and taking part in the wider curriculum.
To take account of a variety of learning styles when teaching.	Access to appropriate ICT aids such as voice to text software, use of iPads to enhance and support learning. Training for relevant staff.  Multi-sensory learning taking pace to support learning styles.  Create positive images of disabilities within school so that pupils grow into adults who have some understanding of the needs of disabled people.	On going	Teaching Staff	Wider usage and variety of learning styles used. Multi-sensory activities evident in planning and in the classroom teaching.  Ensuring that the needs of all disabled pupils , parents and staff are represented in the school.
Ensure delivery of curriculum content is accessible to all pupils.	Provide suitably enlarged clear print for pupils with a visual impairment as required. Liaise with local authority to provide hearing equipment to pupils with a hearing impairment.  Use resources tailored to the needs, such as: <ul style="list-style-type: none"> <li>• Colour photo copies for reading tasks</li> <li>• Reading overlays</li> </ul>	As required	Teacher Staff  SENDCo	All pupils can access curriculum.

	<ul style="list-style-type: none"> <li>Variety of pencils/pens to support motor control</li> </ul>			
Any changes to layout of school will consider the needs of those with disabilities	Consider needs of pupils/staff/parents/visitors with disabilities when considering the building design.	As required	Head Teacher Premise Officer	All children/staff/visitors have access to all buildings as far as possible.
Ensure all disabled pupils/staff/visitors can be evacuated safely.	Consider needs of pupils/staff/visitors with disabilities when planning emergency evacuation routes. Ensure all staff and visitors are aware of evacuation routes and their responsibilities.	As required	Premise Officer	All children/staff/visitors have access to all buildings as far as possible.  Exit routes clearly labelled.
Ensure all pupils individual needs are met through school support plans.	All parents and carers can access support plan information.	As required	Teaching Staff SENDCo	All targets reflect their individual needs.  Parents are aware of how to support their child at home.
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. All parents and carers can access curriculum information. Phone calls offered for family evenings. Alternative communication for those who struggle to read.	Ongoing	Teaching Staff SENDCo	All parents and carers can access curriculum information.