



**Swallowdale
Primary School**

Accessibility Plan

Reviewed	July 2025
Frequency of Review	3 Years
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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

Swallowdale Primary 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 and to develop a culture of inclusion, support and awareness within our school.

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
- Evacuation Plans
- Premise Plans
- Leicestershire’s Local Offer

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.

Objectives	Actions	Timescale	Responsibility
Aim: to increase the extent to which disabled pupils can participate in the curriculum			
Ensure the school environment is accessible for all physical needs.	<p>When a child's needs are made known a risk assessment will be carried out.</p> <p>Reasonable adjustments to the building will be made to accommodate assessed needs.</p>	As required	<p>Headteacher</p> <p>SENDCo</p> <p>Teaching Staff</p> <p>Premises Officer</p>
Ensure curriculum planning takes into account all needs to ensure that all pupils have access to learning that results in high pupil outcomes.	<p>Monitoring of curriculum planning & pupil books.</p> <p>Individual strategies will be written on student support plans to support learning.</p> <p>Dyslexia friendly teaching style implemented.</p> <p>Shared professional development between staff.</p>	Termly	<p>SLT</p> <p>SENDCo</p> <p>Class Teacher</p>

Pupils with emotional, social and behavioural difficulties are supported in school.	<p>Support from outside agencies:</p> <p>EP assessments</p> <p>Counsellor</p> <p>Mental health Nurse</p> <p>Oakfield</p> <p>Solution Network</p> <p>In school support:</p> <p>ELSA</p> <p>Teaching assistant support</p> <p>Sensory circuits</p> <p>Rabbit Therapy</p> <p>Social and communication groups</p> <p>Small grouping support</p> <p>Nurture groups</p> <p>Calm Club</p> <p>SEMH Plans</p>	Ongoing	All staff
Classrooms are optimally designed with needs in mind.	<p>Layout designed with needs in mind.</p> <p>Space used to facilitate individual and group learning.</p>	Ongoing	Teaching Staff

Ensure all educational visits, activities and residential trips are accessible to all pupils.	<p>Ensure staffing is available to provide appropriate levels of support.</p> <p>Ensure risk assessments include reasonable adjustments.</p> <p>Medical care plans regularly reviewed in consultation with all parties involved in children's medical care.</p>	Ongoing	<p>SLT</p> <p>SENDCo</p> <p>Class Teacher</p>
To take account of a variety of learning styles when teaching.	<p>Access to appropriate ICT aids such as voice to text software, use of iPads to enhance and support learning.</p> <p>Multi-sensory learning available to support learning styles.</p>	Ongoing	Teaching Staff
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 LA Specialist Teaching to ensure needs are met,</p>	On going	All staff

	<p>Use resources tailored to the needs, such as:</p> <ul style="list-style-type: none"> • Dyslexia friendly learning styles • Colour photo copies for reading tasks • Reading overlays • Variety of pencils/pens to support motor control 		
Ensure all staff receive relevant and timely training on a range of effective strategies to support pupils with SEND.	<p>Staff meeting time schedule for SEND training.</p> <p>External services for specific training.</p> <p>SEND policy and SEND Information Report reviewed and updated annually highlighting need.</p>	Ongoing	<p>SLT</p> <p>SENDCo</p>
Liaise with Nursery providers earlier and more frequently to review potential intake for September.	<p>To identify pupils who may need additional to or different provision for the September intake.</p> <p>Meetings with families and nursery staff in the summer term.</p>	Ongoing	EYFS Teachers

Aim: improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Continue to improve the physical environment of the school to meet needs.	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.	Ongoing	SLT Premise Officer
Ensure that the school and its grounds are checked regularly for safety.	Premises officer inspection. Ensure all staff are report maintenance to our Premises Officer.	Ongoing	Premises Officer SLT
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	Headteacher Premise Officer
Ensure all disabled pupils/staff/visitors can be evacuated safely.	Ensure PEEPs are in place for all disabled pupils.	Ongoing	SLT Office staff

	<p>Ensure staff are aware of their responsibilities in evacuation.</p> <p>Ensure all fire exits are kept clear and that exit routes are clearly signposted and accessible.</p> <p>Ensure parents & visitors are made aware of relevant exits & plans, including location of ramps where appropriate.</p>		Premise Officer
Be aware of the access needs of any disabled child, staff, governor, parent or carer.	<p>Needs logged on Arbor and shared with appropriate bodies.</p> <p>Risk assessment carried out if needed.</p>	Ongoing	All staff
Ensure all pupils individual needs are met through school support plans.	All parents and carers can access and contribute to support plan information.	Ongoing	Teaching Staff SENDCo
Aim: improve the availability of accessible information to disabled pupils			
Ensure all parents and carers can access information about	Support access to translators and sign language interpreters as required.	Ongoing	Teaching Staff SENDCo

<p>their child's progress and curriculum.</p>	<p>All parents and carers can access curriculum information.</p> <p>One Page Profiles and/or SEMH Plans sent home termly.</p> <p>Phone call offered for family evenings to support families who are unable to come into school.</p> <p>Alternative communication for those who struggle to read.</p>		SLT
<p>Review information provided to families and ensure it is accessible.</p>	<p>Provide information and letters in clear print and simple English.</p> <p>School office to support parents to access information and complete forms.</p> <p>Ensure all key information is accessible via the school website.</p>	Ongoing	All staff

	Produce information in home languages/large print is required.		
Ensure that SEND Annual Review/parent meeting information is as accessible as possible.	Child-friendly targets. Offer opportunity for families to bring someone to the meeting to support them. Translators/interpreters to be offered if possible.	Ongoing	SENDCo