



"We all flourish from a wealth of learning experiences that positively impact on academic, physical and emotional success"



Accessibility Plan

Cycle: Year 2

Approved by the Full Governing Body (date): 06/03/2025

Approved by the Governing Committee (date): 06/02/2025

Last Reviewed: February 2025

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Contents

1. Introduction
2. Aims
3. Definition of Disability
4. Accessibility Plan

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. Introduction

- 1.1. The Swingate Accessibility Plan has been drawn up based upon information obtained and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date. This plan will be updated in September 2027 to reflect any new statutory requirements for the setting of Equality Objectives.
- 1.2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 1.3. 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.

2. Aims and Objectives

- 2.1. Swingate Primary School and Nursery Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

3. Definition of disability

- 3.1. The DDA defines a disabled person as someone who has:
'A physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.'
- 3.2. Definition of the terms:
 - 'physical impairment' includes sensory impairments;
 - 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;

- 'substantial' means 'more than minor or trivial'; and
 - 'long-term' is defined as 12 months or more.
- 3.3. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.
- 3.4. The effect on normal day-to-day activities is on one or more of the following:
- mobility;
 - manual dexterity;
 - physical co-ordination;
 - continence;
 - ability to lift, carry or otherwise move everyday objects;
 - speech, hearing or eyesight;
 - memory or ability to concentrate, learn or understand;
 - perception of risk of physical danger.
- 3.5. Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.
- 3.6. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 3.7. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

4. Accessibility Plan

- 4.1. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Curriculum Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Development Plan
 - Asset Management Plan / Suitability Survey
 - School Prospectus

5. Key Legislation

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Equality strand	Legislation
Age	Employment Equality (Age) Regulations 2006
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2006
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended

	Race Relations (Amendment) Act 2000
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended

6. Accessibility Plan

- 6.1. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

7. Equality Impact Assessments

- 7.1. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 7.2. The Accessibility Plan will be published on the school website.
- 7.3. The Accessibility Plan will be monitored through the Governor Resources Committee.
- 7.4. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 7.5. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Swingate School Accessibility Plan

2023 -27

Improving the Curriculum Access				
TARGET	STRATEGY	OUTCOME	TIME- FRAME	ACHIEVEMENT
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff should attend appropriate training.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	On going	Children with ASD are successfully included in all aspects of school life.
Increase awareness and understanding of adverse childhood experiences (ACEs) and trauma among staff members.	All staff should attend appropriate training.	Teaching staff will be able to identify and respond appropriately to students displaying ACEs and trauma symptoms.	On going	Early identification of ACES. Mrs Butler has completed Developmental Trauma with Beacon House.
All extra-curricular activities are planned to ensure they are accessible to all children. This to include the Forest School area	Review all out-of-school provision to ensure compliance with legislation	Review all out-of-school provision to ensure compliance with legislation	On going	Increase in access to all school activities for all pupils and information sharing on registers.

of the school				
Classrooms are optimally organised to promote the participation and independence of all pupils. Introduction of Clicker 8 Develop a whole-school approach to the use of colourful semantics.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. Writing confidence is increased.	On going	Increase in access to the National Curriculum. Colourful semantics and Clicker 8 across the curriculum as a tool for improving language skills.
Increase in access to the Curriculum Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	On going	Community will benefit by a more inclusive school and social environment.
Ensure all children on SEND list Are supported in school.	Provision maps or evidence based interventions for all children.	Provision map is up to date and forms a key part of the planning process for all pupils.	On going	Provision maps in place and highlighted to support the needs of individual children. See OFSTED report.
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed annually	Children who need individual adult support to participate in some activities have access to this support. Reviewed and amended.
Improving the Physical Access				
AIM	LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	TIMEFRAME	Achieve
Improve access to the physical environment	Car park	Additional disabled bays to be provided	1 year	X2 additional bays now allocated.

Improving the Delivery of Written Information				
TARGET	STRATEGY	OUTCOME	TIME- FRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On going	Delivery of information to pupils and parents/carers improved
Make available school prospectus, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	On going	Delivery of school information to parents and the local community improved.
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	On going	Parental opinion is surveyed and action taken appropriately.
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	On going	The school is able to move forward with electronic reporting to parents. Through Parent pay and Website
Multi lingual signage	To display signs in main school languages	Further improve the understanding of all in the school community	During 2024/25 year	