Swain House Primary School Accessibility Plan

**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 delivery of written formats

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

**2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

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| **Aim** | **Current good practice** | **Objectives** | **Actions to be taken** | **Persons responsible** | **Date to be completed** | **Success criteria** |
| Increase access to the curriculum for pupils with a disability | * We use resources tailored to the needs of pupils who require support to access the curriculum
* Curriculum progress is tracked for all pupils, including those with a disability
* Targets are set effectively and are appropriate for pupils with additional needs
* The curriculum is reviewed to make sure it meets the needs of all pupils
 | Continue to improve communication and engagement with parents | * Invite parents and carers into school for EY stay and play sessions
* Parents invited into school to introduce the new reading scheme
* Each class teacher to invite parents in for 2 class/faith assemblies per year
* SENDCO to invite parents in for annual reviews
* Each class teacher to invite parents into school to showcase learning
* Transition meetings for parents to involve them in the new class routines – July 2023
 | LMT TeachersSENDCO | Ongoing  | Parents are fully involved in the education and learning of their child  |
| Increase training for staff on increasing access to the curriculum for all pupils | * Diabetes and epipen training where necessary
* Training from the cognition and learning team throughout the year with a focus on dyslexia
* Ongoing support from specialist teachers from the social, communication and interaction team
 | SENDCO | Ongoing  | The curriculum is access fully by all pupils  |
| Use effective resources and specialised equipment to increase access to the curriculum for all pupils  | * Use of ICT and Clicker 8 when necessary
* Access to specialist teachers where necessary
* Purchase specialist equipment where needed e.g. wobble cushions, sloping boards for writing, coloured exercise books and overlays, fiddle and chew toys, headphones etc.
 | SENDCO | Ongoing  | The curriculum is fully resourced and all pupils have access to the full curriculum  |
| Adaptations to the curriculum to meet the needs of individual learners with social, emotional and mental health (SEMH) needs | * Pastoral support for pupils with SEMH needs
* Timetable variations for pupils who require it
* Educational Psychologist support for individuals
 | Pastoral Team SENDCO | Ongoing  | The curriculum is fully resources and all pupils have access to the full curriculum |
| Improve the educational experiences for pupils with autism  | * Consult with specialist teachers
* Create a quiet space for pupils to access with sensory equipment
* Visit other schools who created sensory rooms
 | SENDCO | Ongoing  | Pupils are achieving their full potential and their targets in their EHCP or IEP |
| Improve the educational experiences for hearing impaired pupils  | * Teachers to use radio aids to support pupils in afternoon lessons where appropriate
* Staff who lead assemblies to wear radio aids
* Consider hearing loops and sound field systems in classrooms where required
 | TeachersLMT | Ongoing  | Hearing impaired pupils are accessing the full curriculum  |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes:* Corridor width
* Disabled parking bays
* Disabled toilets and changing facilities
 | School and reception is fully accessible to all  | * Designated disabled parking
* On the electrical sign in system, ask visitors if they require assistance in the event of the fire alarm sounding
* Weekly checks of the disabled toilet alarm systems
* Ensure disabled toilets have a free transfer area
* Repaint the disabled parking bays to ensure marking are visible
* Ensure seating in the main entrance has arm rests
* PPA room and audiology room to be replicated on the ground floor for full access
* Ensure the wide corridors are kept clutter free
* Prior to arrival, ask visitors if they have any access requirements
* Ensure all children and staff have a Personal Emergency Evacuation Plan (PEEP) if required
 | Care takers LMTPA to the Headteacher | Ongoing  | School is accessible regardless of disability  |
| Improvements to help hearing impaired  | * Install induction loop to the main hall
* Install induction loop system in the entrance to support pupils and parents
* Use of radio aids and hearing enhancement systems where required
* Ensure all children and staff have a Personal Emergency Evacuation Plan (PEEP) if required
 | Care takers LMTSENDCO | Ongoing  | School is accessible regardless of disability |
| Improvements to aid visually impaired  | * Maintenance of walkways and paths
* Hazards identified in yellow paint
* Trip hazards identified
* Ensure all children and staff have a Personal Emergency Evacuation Plan (PEEP) if required
 | Care takersLMT SENDCO | Ongoing  | School is accessible regardless of disability |
| Improve the delivery of written formats  | Our school uses a range of communication methods to make sure information is accessible. This includes:* Internal signage
* Large print resources
* Induction loops
 | Ensure written materials are available to parents in alternative formats  | * All staff will become familiar with the strategies and services available for converting written information into alternative formats
 | LMT | Ongoing  | Parents are fully involved in the education and learning of their child  |
| Ensure documents are accessible for pupils with visual impairments  | * Seek and act upon advice from specialist teachers (SCIL) on individual pupil requirements
* Ensure laser and clear font is used in all documentation
 | LMT SENDCO | Ongoing  | All pupils have full access to the curriculum  |