



Accessibility Plan

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Lead reviewer: Elise Thomas
Approval by: Head teacher (K Brewer)

At Swallowfield Lower School we are committed to ensuring we reduce and eliminate barriers to children accessing the curriculum, and work to ensure full participation in the school community. In keeping with this we have adequate provision for children with disabilities who currently attend, and may attend the school in the future. We have a general duty under the Equality Act of 2010 to provide a fully accessible environment which values and includes all pupils, staff, parents, and governors of the school.

We recognise our duties under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admission and exclusions, and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education;

Under the Equality Act of 2010 schools must ensure that arrangements and modifications are made in order to provide equality of opportunity for those pupils with disabilities.

Whilst we cannot predict the individual requirements a child with a particular disability may have we want to ensure we consider the needs of children with disabilities when making any changes to the school premises. This policy supports the school's desire to ensure all children attending the school have access to the same facilities and activities where possible and the appropriate levels of teaching support are provided.

Disability is defined by the act as follows:

A person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping. People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions such as cancer are considered to be a disability, for which there are additional provisions relating to these.

The acts wide definition of disability can include people with:

- physical or mobility impairments;
- visual impairments;
- hearing impairments;
- dyslexia;
- medical conditions;
- mental health difficulties.

The act applies to all activities and facilities provided for pupils and is anticipatory. It covers education and associated services and these may include:

- preparation for entry to school;
- the curriculum;
- teaching and learning;
- classroom organisation;
- timetabling;
- grouping of pupils;
- homework;
- access to school facilities;
- activities to supplement the curriculum; for example, a drama club;
- school policies;
- breaks and lunch times;
- interaction with peers;
- assessment and test procedures;
- school discipline and sanctions;
- exclusion procedures;
- school clubs and activities;
- school trips;
- school arrangements for working with other agencies;
- preparation of pupils for the next phase of education.

The accessibility plan covers three areas: The physical environment, communications and the curriculum.

Physical Environment

The objective is to ensure the school meets the needs of current pupils and staff and to aim to meet the needs of any new pupils joining who have a disability. The annual action plan assesses the current needs of the school. For any new pupils / parents we will discuss their specific needs and work with them to provide the appropriate access and facilities before they join where possible.

This includes ensuring access to all areas of the school as needed and making reasonable adjustments to ensure that this is possible. For example, the use of ramps and wider opening doors for those in wheelchairs, ensuring appropriate furniture heights and enabling equipment to participate in particular areas of the curriculum. Where physical alterations may not be immediately possible, reasonable adjustments may be made to mitigate any difficulties, for example in moving through more narrow corridors, by use of timetabling adjustments. Furnishing/decor considerations may be made such as the use of particular colours or surfaces to benefit those with visual or hearing impairments. The school has accessible spaces for small group and individual work. Other resourcing areas are considered, for example the provision of alternative keyboards and different forms of assistive technology.

Communications

The school is committed to ensuring communication is available for all pupils in the appropriate format to cater for any disabilities a child may have. For any new pupils, or if the requirements of current pupils change we will identify and plan to meet those needs.

Currently we have a small number of pupils with a range of Hearing Impairments (HI). Whilst day to day responsibility for quality first teaching for all pupils lies with the class teacher, this is also overseen by the SENDCo and SLT for the school. The school has good links with our local Hearing Impaired Support Service, which provides reviews for individual pupils and advises the school regarding any adjustments that need to be made, for example seating positions, the need for loop systems etc. A similar service is also accessible for those with Visual Impairments. Modifications to resources are made and additional resources acquired on an individual need basis. Alternative communication systems have been used and would be explored, including relevant training where required. For example, the use of visual timetables, PECs communication systems, Makaton. Facilities to provide larger size texts or colour contrasts for visual clarity can also be made.

Curriculum

We are committed to providing a broad and balanced curriculum for all pupils. We have a good understanding of all our current pupils and any special needs they may have and ensure that they receive appropriate support. We endeavour to make all after school activities accessible and where appropriate and possible would aim to modify activities and support to ensure that all pupils could participate if they wished to.

This would be reflected in any changes to teaching and learning arrangements. Classroom organisation can be modified to accommodate an individual need. This may

vary from places of seating, closeness of access to adult support, position when moving around school, sequence and timing of learning opportunities, to timetabling alterations.

An Enabling Environment

To ensure that the above considerations are applied to both pupils already in school and those considering joining the school, the school has in place staffing and facilities that will enable this.

Parental/pupil Involvement – To ensure that any plans are co-produced, the parents and child's views are taken into consideration.

SEND Support – The school has well established systems of support for those with additional needs, including a SENDCo, LSA support in every class and additional 1-1 and group support as needed.

Pastoral Support – The school has a dedicated Pastoral Lead to ensure the emotional well-being and mental health support of all pupils.

Training – All staff are regularly offered training on supporting pupils with a range of needs. This is adapted to meet any specific individual need as required.

External Professionals -The school draws on the appropriate professional advice available from a range of external support as needed.

Information – Parents, and pupils as appropriate, are kept updated and have access to information using approaches appropriate to individual needs.

Pre-admission – Prior to any child starting, discussions will be held to assist the school's preparation for that child. This will include: Information gathering from parents, the child's current school or nursery and relevant external agencies. This may involve writing an individual accessibility plan tailored to the needs of the child. This will draw upon the following as required; advice of appropriate external agencies, training for staff, providing the correct resources or adapting those existing, and the school environment to enable access to the curriculum.

After Admission – The above will be regularly monitored, recorded, reviewed and planned for, with dialogue with all parties ongoing.

Next Phase – On moving from our setting, preparation with the next phase of education will begin in good time to enable effective liaison with, and preparation by, the receiving setting.

In March 2021 contact made with previous audit company, 'Access Audit Consultancy', with a review to draw up a new audit and action plan.

Update-September 2021- Access Audit undertaken