



Accessibility Plan

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Date for review:	September 2027 (This Accessibility Plan covers a three-year period and is reviewed annually.)
Lead reviewer:	Rebecca Milward (SENDCo)
Approval by:	Governing Body

This plan should be read alongside the SEND Code of Practice and the school's SEND Policy.

At Swallowfield Primary 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.

Background

Under the Equality Act 2010, the Governing Body of Swallowfield Primary School is required to deliver these duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in these areas of planning:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The school's accessibility plan is to be resourced, implemented, reviewed and revised as necessary and reported on annually. Relevant sections of the School Improvement Plan show how the school will address the priorities identified in the plan.

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);

People who have had a disability in the past that meets this definition are also protected by the Act.

Starting Points

The purpose and direction of the school's plan: vision and values

Swallowfield Primary has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

The act's wide definition of disability can include people with:

- physical or mobility impairments;
- visual impairments;
- hearing impairments;
- dyslexia;
- medical conditions;
- neurodiversity (including undiagnosed neurodiversity related needs)
- mental health difficulties.

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

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, technology 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 children with sensory needs or visual/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.

Modifications to resources are made and additional resources acquired on an individual need basis. Alternative communication systems are used, such as PECS or signing.

Visual timetables are present in every classroom and referred to throughout the day to support children in understanding what is coming next. These are made more explicit for children that need them. Other examples of visual support we have to help children understand what is happening/what to expect, are button timers, now and next boards, personalised social stories, signs on resources.

Children with DLD all help make elklan mindmaps at the start of every new topic to help them understand 5 or 6 key new words relating to the new topic. They are supported through the topic in referring back to the mindmap to understand these words.

Children with neurodiversity (diagnosed or undiagnosed) and language difficulties and other types of language delay, attend immersive story in EYFS and KS1 to help them understand the story of focus in a way more appropriate to their needs.

Technology

Inclusive teaching practices:

- Teaching materials and learning resources are provided in multiple formats; text, audio, visual and pictorial.
- Care is taken when making producing text to read that we are not relying solely on colour
- Tints are used on screens and printed materials to make focusing easier
- Pupils are taught how to use and provided with assistive technology such as voice to text, text to speech, the opportunity to type instead of writing
- Audio books are provided for children to enjoy reading in different ways
- Clear structure is used in slides so that text is broken down into easy to read chunks, with headings and bullet points
- Text is carefully thought out so that it is readable to pupils; use of plain language where possible. Abbreviations and jargon are always explained.
- Accessibility of online learning platforms

Minimum requirements for:

- Documents (Word, PDF, PowerPoint)
- Emails and communications
- Videos and recorded lessons
- Online forms

Examples:

- Use heading styles (not just bold text)
- Add alt text to images
- Provide captions/transcripts for video
- Avoid colour only meaning

Training & Awareness

Specify:

- Who gets trained (teachers, admin, IT)
- What training includes (basic WCAG practices)

-Frequency (e.g., annual refreshers)

Curriculum

We are committed to providing a broad and balanced curriculum for all pupils, including those with disabilities and SEN. We have a good understanding of all our current pupils and any special needs they may have and ensure that they receive appropriate support so that they can make as much progress as possible from their starting points and achieve their full potential. Throughout the school, teachers understand the importance of 'stage not age' for a child's developmental needs and adapt the curriculum in their classroom accordingly.

We make all after school activities accessible and where appropriate and possible we modify activities and support, to ensure that all pupils can participate if they wished to. This is 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, access to adult support, type of resources made available to the children, space in which they work, position when moving around school, sequence and timing of learning opportunities, to timetabling alterations.

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.

Views of those consulted during the development of the plan

The plan is informed by:

- The priorities of the local authority.

- The views and aspirations of other disabled people or voluntary organisations
- The views and aspirations of disabled children and young people themselves
- The views and aspirations of the parents of disabled pupils

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

The aim of this accessibility plan is to go beyond the basic principles of three-level differentiation and respond to the fact that, for pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary.

The school has set the following overall priorities for increasing curriculum access:

- A handover and planning meeting will be completed at the beginning of each academic year between class teacher and SENDCO to plan for the needs of any child on the Additional Needs Register to produce an individual access plan or that child where necessary.
- Where necessary, arising from these meetings, school will seek support from parents, support services, and other agencies to inform the development of the access plan for these children.
- Monitoring of access to extra-curricular activities by children on the school Additional Needs Register - clubs, residential etc.
- Lesson observations will include a focus on access for children on the Additional Needs Register. - Monitoring of IEPs take place regularly across the school to ensure the effectiveness of targets set and provision outlined. Sometimes this takes place with support from an external agency such as the SENDCO advisor from the Local Authority or the Cluster EP.

Making it happen

Management, coordination and implementation the school Accessibility Plan will be fully integrated into the:

- School Improvement Plan
- SEND policy
- Asset management plan
- Health and Safety Policy

Getting hold of the school's plan The School Accessibility plan will be available on the website so staff, parents and children may have access to it. The School Accessibility plan will be available as a paper copy to which any child, parent, or outside agency may have access. This can be requested from the School office.