



Accessibility Plan

Swinderby All Saints Primary School

Approved by: Governing Body

Date: 14/5/2024

Reviewed: Every 3 years

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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 availability of accessible information to disabled pupils

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.

Swinderby School is an inclusive school promoting inclusion and opportunity wherever possible. As part of this heritage, we are in a position to offer a firm foundation for a more just multicultural society that celebrates tolerance and diversity.

We regard all children as being of equal value and our aim is to show by our curriculum, attitudes and values that cultural diversity is welcome in our school. Our intention is that all children, regardless of gender, disability, language, faith or culture, should feel valued as individuals.

The plan will be made available online on the school website, and paper copies are available upon request. The plan can be made available in larger print or other languages if required.

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 including any support from Lincolnshire County Council.

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.

We have included a range of stakeholders in the development of this accessibility plan.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The school offers a differentiated curriculum for all of its pupils including the use of 1:1 teaching assistants as necessary.	For all children to be able to access to be able to access the curriculum.	Staff to make sure that the planning takes into account the needs of all the children.	Class teachers, 1:1 assistant.	Weekly plans	Following book scrutiny/ lesson observations etc. Demonstrate that children are making the required amount of progress.
	The school uses the cornerstones curriculum and adapts it to ensure a positive outcome for all is the aim.	To plan to meet the needs of ALL children in the class.	Planning checked to see if it is meeting ALL needs.	Class Teachers, Subject Leads and Head Teacher.	Ongoing	Children with Special needs are making progress.
	Resources provided for each of the children are considered e.g. the use of different writing materials, size of font on worksheets, coloured overlays, coloured backgrounds on screens. Different types of furniture are used including chairs measured to fit, work stations, wobble cushions, writing slopes etc.	To support children in their learning.	Staff to ensure resources are appropriate, well matched and readily and easily accessible.	Class Teachers	Ongoing	Resources being used by the children improve outcomes.

	Curriculum progress is tracked for all pupils, including those with a disability and different levels of assessment tests are given to the children according to their needs and levels. Children have ISP's (Individual Support Plans). These plans are written specifically for individuals and have targets for children written on them.	To ensure children with disabilities make good progress.	Book scrutiny with a focus on Special Needs children to ensure that their learning is progressing as expected. Teachers to write ISP's with clear measurable targets.	Class Teachers	X3 times a year.	Children with differences are meeting the targets set for them and progressing academically.
Improve and maintain access to the physical environment	The school is situated in a quiet village that has a relatively high proportion of traffic at the start and end of the school day. Most parking is taken up by staff, parents and the school bus. There is no designated parking on site. The site is level. Although, at the back of the school there is a second storey. There is currently no lift to this floor. <u>The main entrance and corridor.</u> There is an access ramp to facilitate disabled access to and from the Hall this would need opening from inside. Access via the main door would need assistance as there is a slight step at the doorway and	For adults and children with difficulties to be able to access all areas of the school site. The school also aims to use the medical room to use the privacy of the medical room as appropriate for self-care needs. At present there is NO LIFT to the second storey in school.	In the event of a child wishing to attend the school who required a lift. The school would contact the SEN department.	Head Teacher, Health and Safety Governor and Governing Body		Adults and children with disabilities able to freely access the site.

	Exit of the main door is made through use of a green button at the top of the door to restrict pupil exiting. <u>Pupil entrances</u> A path leads to the playground which is level. Access to classrooms is made via one of two doors. At present foundation stage pupils have access from their play area the access has a rise of approx. 120mm, Future modifications will be necessary to allow for disabled access. All other pupils' access via the main Entrance as described previously. The Pupils can also access the playground from the rear doors which is made via a green release button at wheelchair height. <u>The Hall</u> The double leaf doors from the lobby have a clear opening width of 680mm on each leaf. The door from the kitchen has a clear opening width of 700mm. The doors from the entrance hall have been changed to include viewing panels.					
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	<u>The Library/ICT area</u> The current library/ICT area is situated in a room off the main corridor. There are worktops for computers fixed at 700mm high. These have non-adjustable height stools. The décor is satisfactory and there is good natural light and ceiling light. <u>The Staff WC</u> There are identical male and female facilities next to the staff room. The door has a clear opening width of 750mm. The cubicle door has a clear opening width of 630mm there is an area with a basin in each and a cubicle laid out for non-disabled persons only. The décor is white tiles, sanitaryware and light-coloured walls. <u>The Pupil WC's</u> There are 2 separate WC facilities in the school located off the corridor. Typically, the door has a clear opening width of 750 mm. The girls' toilets contain 4 cubicles; the doors have a clear opening width of 600 mm. The boys contain two urinals, basins and two cubicles. The doors have a clear opening width	The library is about to undo a transformation to a more sensory reading environment.				
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	of 750 mm. There is currently no toilet upstairs in school. <u>Disabled Toilet and medical area</u> There is a separate medical room with bed, disabled toilet and shower. This room can also serve as a quiet medical area when the need arises. This area complies with current guidelines. The signs on the doors of all toilets are modern of raised symbol type. <u>Teaching areas</u> There are 5 teaching areas in the school 2 of which are upstairs and are inaccessible to wheelchair users. Typically, the classroom doors have a clear opening width of 750mm. The floors are carpeted and there is vinyl in the wet areas. The worktops and sinks are fixed but the sinks are at a wheelchair friendly height. Current circulation is poor but can be arranged for a wheelchair user. There is currently no access to a portable hearing enhancement system. The lighting and décor within the rooms are satisfactory	There is a free classroom downstairs that could be utilised if the needs arose for disabled pupils.				
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	<u>Lighting</u> The school is well lit by both natural and ceiling lighting. Emergency lighting is now provided throughout the school. <u>Audibility</u> Carpet has been used whenever appropriate which helps to reduce resonance. There is no hearing enhancement system in the school. <u>Fire evacuation</u> This is arranged for non-disabled persons only. There are no flashing light alarms, safe havens or directions for disabled children.					
Improve the delivery of information to pupils with a disability	Staff use a variety of communication methods including making both minor and major adjustments. Minor adjustments might include:	For children to access the curriculum with the support of minor or major adjustments.	Constant review of what is provided for children according to their needs. Evidence for this is gathered through SEN Review meetings,	Whole staff including Class Teachers and the Head Teacher.	Ongoing	Children successfully access the curriculum.

	• sitting a child nearer the front of the class • Changing the font size on the whiteboard • Changing the colour of the background screen • Using coloured overlays or changing the colour of the paper used • Using modified SAT test papers Major adjustments might include: • Use of Sign Language • Use of specific computer programmes to support learning e.g. Nessy, Clicker • Internal signage • Use of visual timetable in the classrooms		Parent's Evenings etc.			
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Governing Body brought to them by Headteacher and Health and Safety Governor.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey at the back of the building leading to x2 classrooms.	Consider whether at some point in the future a lift might be required to access second storey. Current pupil levels it's not required.	Governing Body	Unknown as yet
Corridor access	Good width down the main area of school.		Governing Body	
Lifts	0	See above.	Governing Body	
Parking bays	0	None. This is not possible due to land outside not being owned by school.	Governing Body	
Entrances	1-Outside the school hall	To be reviewed if required	Governing Body	
Ramps	1	None	Governing Body	
Toilets	X1 disabled toilet, staff x1 men's, x1 women's, children's – boys and girls	None	Governing Body	
Reception area		At some point a ramp may need to be built to access this, to be reviewed when required	Governing Body	

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Internal signage	Lit at night.	Some signs may need to be made larger or clearer for partially sighted.	Governing Body	
Emergency escape routes	Clearly marked.	No changes needed. Meets regulation but low level signage would aid in visibility	Governing Body	