

Swarland School Accessibility Plan 2025-2028

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
Identify pupils who have disabilities, including new entrants	Ensure current definition of disability is understood by all staff so pupils are identified and are not "missed out".	Data	SENDCO	All staff have a clear understanding of current definitions of disability.	Ongoing
Enable participation by disabled pupils in all aspects of school life	Promote the inclusion of pupils with disability through "Pupil Voice"	Data is collected on participation	HT SENDCO	Pupils with a disability are represented through "Pupil Voice" and are supported in articulating needs of all disabled pupils.	Ongoing
	Pupils with disabilities and their parents/carers/stakeholders identify the barriers they face in participating in the school community.	Set up formal review meetings	SENDCO	- A formal process exists for SEND review with all stakeholders. - Review meeting feedback identifies targets for plan. - Prompt action is taken to remove barriers.	Ongoing
	Audit participation of pupils with disabilities to ensure that they are able to participate in all aspects of school life, including extracurricular activities, residential, trips and identify any barriers. Risk assess activities, prior visits carried out.	External Specialist Agencies. Data is collected on participation	HT SENDCO,	- Records of participation are kept and monitored. - Immediate action is taken to make "reasonable adjustments" for each pupil to remove any exclusion.	Ongoing
	Monitor the physical access of disabled pupils into the school environment	See Accessibility Plan	See Accessibility Plan GB	See Accessibility Plan	See Accessibility Plan
	Ensure recruitment policy considers all appropriately qualified people who have a disability and does not discriminate intentionally or unintentionally	Policy	Governing Body HT	People who have disabilities are welcomed to apply for jobs and are able to state that they have been treated equally, regardless of outcome.	Ongoing
	Information and advice is obtained from LA, external specialist and other agencies/schools on specific need, teaching and inclusion strategies as well as promoting good practice	LA Specialist agencies LIST other schools	Governing Body Headteacher SENDCO	School is regularly consulting external agencies for advice and information to have the necessary knowledge and expertise to meet the needs of pupils with disabilities	Ongoing
All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in the use of specific medical equipment.	All staff Critical plan Medical policy	HT First Aid lead	All staff are showing confidence and competence in dealing with emergencies and unforeseen developments	Ongoing
Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEND and those who are not. Include personalised learning plans, as appropriate. All new staff to be aware of plan through meeting.	Equality Act 2010 Data	SENDCO	- Systems in place monitoring academic and social progression and differentiation. - Parents/carers are involved in process.	Ongoing

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All Curriculum programmes, schemes of work and resources cater for the needs of pupils with disabilities to ensure achievement through differentiation.	All subject leaders together with the HT monitor all programmes and resources to ensure they are fit for purpose. All new staff to be aware of plan through induction. Ensure teaching staff develop their knowledge of different teaching and learning styles. Ongoing development of teachers understanding of a differentiated curriculum for all children. Implementation of SEND Code of Practice 2014	Training	HT Subject Leaders SENDCO	- All Curriculum programmes, schemes of work and resources cater for the needs of pupils with a disability without discrimination. - Teaching staff show competence and confidence in using different teaching and learning styles.	Ongoing
All school policies actively promote the educational opportunities, welfare and inclusion of all pupils with disabilities	All policies must be regularly constantly updated according to schedule and are the basis of good practice to meet changing needs, as required.	All staff Staff/team meetings Pupil Voice Parents/Carer	Governing Body HT SENDCO	- All policies are constantly updated in response to changing needs. - Cohesive and robust policies inc review schedule promote a framework of current good practice.	Ongoing
Ensure all staff and stakeholders are aware of School Disability Equality Scheme Action Plan & Access Plan	Plan to be available to all staff and stakeholders. Implementation of plan to be discussed at staff meetings. All new staff to be aware of plan through induction.	All staff and stakeholders	HT SENDCO	All staff and stakeholders are implementing plan.	Ongoing
Eliminate all discrimination and harassment of disabled pupils/stakeholders	Strict reporting and recording procedures to ensure that pupils/stakeholders with disabilities are not being bullied or harassed.	Allocated time Systems in place Monitoring time	HT, SENDCO All staff Pupil Voice Parents/carers	Incidents of discrimination and harassment are zero.	Ongoing
Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, Deaf Awareness and Learning Disability Week. Review curriculum. Promote outside visits from disability groups. Disability awareness through challenging stereotypes.	Curriculum time Promotion of events	HT SENDCO All staff	Pupils are demonstrating that they understand and have a positive attitude towards disability.	Ongoing
All pupils take the responsibility of helping each other to achieve their goals	Identify good practice in other schools. Formulate plan to include peer support and learning partners in each class	Allocated time	All staff Pupil Voice	The school has an effective system of peer mentoring and support in line with mission statement.	Ongoing
Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/notice boards/phone calls/information sessions	Allocated time Planning	SENDCO Office manager	- The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. - The school monitors all communication formats to ensure all stakeholders are able to receive information.	Ongoing
Ensure ICT is appropriate for pupils with disabilities	Audit ICT provision. Provide training for staff to ensure they are confident in supporting pupils with disabilities to access resources, including ICT	Training ICT Resources	HT, SENDCO All staff	- School has an ICT policy and plan to benefit all pupils with disabilities - Teaching staff are competent and confident in using resources	Ongoing

Train all staff to support children with disabilities.	All staff have ongoing training to meet the needs of individual children. As children's needs are assessed training will be put in place to best meet the needs of individuals. Regular support for teachers and teaching assistants on named conditions that children might have. Appraisal targets set for those with SEND responsibilities.	Training	SENDCO Appraisal line managers	- The school has a successful training plan which supports staff in supporting children with specific needs. - Appraisals successfully target CPD needs of staff.	Ongoing
Provide alternative formats for access.	Ensure that all parents are aware through newsletters and website that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation. Explore providing documentation in different languages if required.	Website LA EAL centre.	Office Manager HT	- Website has clear links to documentation in a range of formats. - School clearly indicates how information regarding school can be accessed.	Ongoing
Improve physical access to the school wherever possible. (We recognise that due to the age of parts of the building this may not be possible in all areas)	Provide a removable ramp in order to access some classroom by step up. Some door frames will remain inaccessible to wheelchairs due to the narrow width but alternatives may be available and GB will keep this under review and address should the need arise due to cost implications.	External building advice LA advice.	HT GB	School reviews access to building on a regular basis, improving access where reasonable.	Ongoing
Improve access for pupils who may experience difficulty moving around the school.	High viz strips to be placed on all floor rises. Transition plans to help pupils become familiar with layout of school at quieter times in school day.	Premises Budget	SENDCO HT	Pupils who may find it difficult moving around school can access authorised areas independently and safely.	Ongoing

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All staff make classrooms accessible	GB ensure "Reasonable Adjustments" to classroom and building. Ensure all classrooms are organised in accordance with pupil need. Ongoing training in disability awareness.	Allocated time Planning use of space	HT GB SENDCO All staff	- Effective learning environments for pupils with disabilities have been maximised through: - Planning use/changing space - Lesson observation - Sampling lesson planning - Feedback from Pupil Voice	Ongoing
Consult with pupils with disabilities and other stakeholders about improving access to school building environment	Formal consultation process with LA regarding possible primary building. Issues identified by the consultation are considered to ensure that improved access meets the needs of pupils with disabilities.	Premises budget	HT Governors LA Premises Manager	- A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make "reasonable adjustments". - Prompt action is taken to remove barriers - Register of "reasonable adjustments" is maintained and consistently updated to improve access and safety	Annually
Consult with pupils with disabilities and other stakeholders to ensure the whole school grounds and other provision used by the school are considered	Areas other than those identified by the consultation are considered to ensure that the development of the school grounds and other provision meets the needs of pupils with disabilities.	Premises budget	Governors Finance & Resources Committee HT	- A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make reasonable adjustments". - Prompt action is taken to remove barriers - Register of "reasonable adjustments" is maintained and consistently updated to improve access and safety	Ongoing
Meet the requirements of current legislation in relation to access	The GB committee complete an annual access audit and undertake "reasonable adjustments" to improve access and space	Premises budget	Governors Finance & Resources Committee HT	"Reasonable adjustments" made within agreed timescale to improve access and space.	Ongoing
Disabled parking and toilets	Keep under review the need for additional disabled parking. Redo markings in car park. Continue audit disabled toilets	Premises budget	Governors Finance & Resources Committee HT	- Parking and toilets are clear and are reasonably accessible to all - Signage has improved information and awareness - Office checks with visitors before arrival if they have particular needs	Ongoing
Risk assessment enables pupils with disabilities to full access as far as possible.	Specialist advice sought. Training for staff in risk assessment for varied school activities to include: trips and extracurricular activities and trips and fire & emergency evacuation	Consultation and drafting of written risk assessments	SENDCO HT	- All staff has been trained in risk assessment including extracurricular activities and trips and fire & emergency evacuation. - Emergency procedures are in place and clearly understood by all. Have sound procedures in place for fire & emergency trips evacuation of people with disabilities from premises - Physical environment is improved through constant monitoring.	Ongoing

