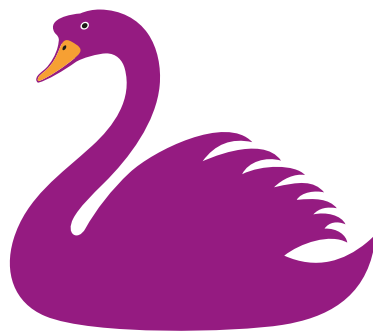




Swansfield Park
Primary School



Accessibility Plan

2021 - 2024

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Introduction

The purpose of this plan is to show how Swansfield Park Primary School intends over time to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

You can read more about substantial and long term effects [here](#).

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these will also be published on the school website.

Objectives

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory and learning impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as any other pupils; (If a school fails to do this they are in breach of their duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Contextual Information

Swansfield Park Primary School converted in September 2017 from a first to a primary designation. Refurbishment of the site has been extensive, and the process of reviewing and establishing actions for the accessibility plan will continue, as we work within the setting and discover the advantages or disadvantages the building has with regard to accessibility. Many accessibility issues were omitted from the planned works, and have been identified and rectified at the school's own cost.

Many of the design features of the refurbishment have increased the accessibility of the school building.

Appropriate training has been provided for staff and all First Aid certificates are kept up to date. All staff had defibrillator training in January 2019.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- Head Teachers
- Schools' Equalities Coordinator from Northumberland County Council

An accessibility audit of the school was completed by the Head Teacher and Schools' Equalities Coordinator on 14th September 2021. The refreshed action plans that follow show how the school will address the priorities identified

Increasing access to the curriculum for disabled pupils

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (**CPD**), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

Target	Strategy	Timescale and responsibility	Success criteria
Increase the range of strategies staff use to differentiate the curriculum and respon, using the Northumberland Graduated Approach	Establish and fulfil staff CPD needs	SENDCO Ongoing and as required	Raised staff confidence and strategies being deployed. Pupil participation visible.
Ensure that all staff are aware of the needs of disabled children when accessing the curriculum and that they access specialist cycles of support when timely and available	Maintain Individual Access Plans and share information with other agencies involved with the child. Ensure that assessment always outlines 'next learning steps'	SENDCO Ongoing	Information sharing supports staff to create the best inclusive environment for every disabled child
All educational visits to be accessible to all pupils	Assess every potential venue and transport provider for accessibility before agreeing a visit to be viable.	Headteacher, Teachers Anticipatory, in advance of any visits	Participation of all pupils in a wide range of activities and visits. No child excluded on the basis of disability.
Classrooms and outdoor spaces are organised to promote the participation and independence of all pupils	All staff to carry out an audit of resources and new classrooms to ensure that lessons are planned to meet the needs of all pupils in the class.	From September 2017, when teachers began to use the new classrooms and buildings	Any issues or 'snagging points' have been identified and rectified through a process of reflection and continual improvement
The Graduated Approach informs each SEND Support Plan, and learning passports have realistic next steps outlined. These are regularly reviewed.	Each approach, resource and intervention is carefully evaluated in terms of impact in increasing access to the curriculum	Ongoing: Headteacher, Staff, Parents	Case for access to funding or additional resources as and when required by a child can be well evidenced



Ensure access to additional exercise opportunities such as soft play and swimming for pupils with physical disabilities	Consult with and act upon the advice of a specialist PE teacher to help adapt and shape delivery of the PE curriculum	School leadership PE specialist Ongoing	Innovation and better inclusion for pupils with physical disabilities
Emotional and psychological barriers to learning are addressed by all staff using a range of strategies and support mechanisms	Mental health, and emotional wellbeing and resilience are an essential part of the school's Covid recovery plan and underpin the support for all children	Mental Health Lead All Staff	Children feel safe and secure and are able to access support and strategies to deal with problems that could become barriers to learning

Improving access to the physical environment of the school

Our site is extensive both inside and out. We place a great deal of value upon outdoor learning and forest school principles. The new classrooms all have patio doors which give immediate access to outdoors. During refurbishments in 2017 the physical environment has been improved. It remains a priority to continue to improve the physical environment of the school to increase the opportunities disabled users and visitors may take advantage of the facilities we have, both indoors and outdoors. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategy	Timescale and responsibility	Success criteria
Improve access to the site for disabled visitors	Review and develop accessibility on the school site, ensuring that maintaining the secure envelope of the school does not compromise access or emergency evacuation plans	Ongoing Headteacher and governing body	Pupils and visitors with physical disabilities are able to negotiate the school site safely and conveniently at all times



Use innovative assistive technology throughout the school	Use new, assistive technology to increase inclusion for pupils with disabilities, and enable all children to better develop autonomy and ways to access learning and school environments	Ongoing Headteacher, All teachers	Inclusion for all pupils, flexibility across the whole school site, due to portability.
Improve signage and access for visually impaired people	Ensure that doors, entrances and steps are visually well defined by the use of contrasting colours. Consider how best to incorporate tactile information to assist navigation	Ongoing SENDCO and governors	This is now complete
Ensure that fixtures and fittings in the school are visible, reachable and accessible to wheelchair users and other people with disabilities	Continuously audit the school, and wherever possible, during the process of settling in, make the adjustments as we notice the need for them and can budget to address them.	Ongoing SENDCO	Pupils with physical disabilities are able to access rooms and facilities on an equal basis to their peers

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will continuously develop awareness of agencies and sources of materials to be able to make information more accessible as required. The school's constantly improving ICT infrastructure also enables us to be responsive in meeting a range of needs.



Target	Strategy	Timescale and responsibility	Success criteria
Using assistive technology to help with communication needs	Acquire and make technology available as needed	All staff	Children using assistive technology to access aspects of the curriculum that would have been inaccessible.
Availability of written material in alternative formats when specifically requested	The school will continuously develop awareness of the services available for converting written information into alternative formats.	All staff As required (See Appendix 1)	Staff will be aware of web based and physical resources and organisations who can provide information in different languages and formats, including people who can sign.
Improve access to written information for dyslexic children, (See attached list of useful resources and links)	Staff training and strategies in place in school	<u>SENDCO</u> All staff	Dyslexic children access the curriculum more readily and benefit from strategies intended to support them



Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats](#) (Government guidance)

[Creating accessible documents factsheet](#) (Abilitynet)

[Abilities and assistive technology](#) (UK Association for Accessible Formats)

[The Sensory Trust information sheet](#) on clear and large print

[Am I making myself clear?](#) (Mencap's guidelines for accessible writing)

[Dyslexia Style Guide](#) (British Dyslexia Association)

[Communication friendly environments](#) (from the Communication Trust)

[Custom eyes](#)

Schools and individuals can join the scheme which can make (at RRP) large print tailor made books which include:

- picture books
- fiction
- non-fiction
- Oxford Reading Tree
- GCSE and A Level English texts and textbooks
- revision guides for Key Stages 2, 3 and 4

[Northumberland County Blind Association](#) undertake commissions to transcribe documentation to Braille.

[Easy Read UK](#) can convert documents to Easy Read format

This document has been formally adopted by the governing body.

VERSION HISTORY

VERSION	DATE	DESCRIPTION
Initially adopted	7 July 2017	Adapted into Swansfield Park First School
Review	27 April 2016	Adapted into Swansfield Park Primary School
Review	25 September 2017	Work by Head and Gill Finch (NCC)
Review	12 October 2018	Minor date amendments
Review	February 2019	Review and refresh: Headteacher & NCC
This Review	September 2021	Review and refresh: Headteacher & NCC

ACRONYMS

CPD	Continuous Professional Development
SENDCO	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disabilities



Headteachers:
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 BSc PGCE,
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 BA(Hons) PGCE



APPROVAL AND AUTHORISATION				
	NAME	JOB TITLE	SIGNATURE	DATE
Approved	Jenny Smith	Head Teacher		September 21
Approved	Angela Jefferies	Chair of Governors		September 21
	DATE OF NEXT REVIEW		AUTUMN 2022	

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