

# Accessibility Plan

2018 - 2021

## 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 impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for

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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.

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## 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.

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## Current Disabilities (2019)

The school has children with a wide range of disabilities, to include:

- moderate and specific learning difficulties,
- communication difficulties,
- children who have EpiPens for allergic reactions,
- physical developmental disorders,
- behaviour, emotional and social difficulties.

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 Teacher
- Schools' Equalities Coordinator from Northumberland County Council

An accessibility audit of the redesignated school was completed by the Head Teacher and Schools' Equalities Coordinator on 22nd September 2017. These were revisited in February 2019. 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
<b>Increase the range of strategies staff use to differentiate the curriculum</b>	Establish and fulfil staff CPD needs	SEND Ongoing and as required	Raised staff confidence and strategies being deployed.  Pupil participation visible.
<b>Ensure that all staff are aware of the needs of disabled children when accessing the curriculum</b>	Maintain Individual Access Plans and share information with other agencies involved with the child.  Ensure that assessment always outlines 'next learning steps'	SEND ongoing	Information sharing supports staff to create the best inclusive environment for every disabled child
<b>All educational visits to be accessible to all pupils</b>	Assess every potential venue and transport provider for accessibility before agreeing a visit to be viable.	HT, 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.

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<b>Classrooms and outdoor spaces are organised to promote the participation and independence of all pupils</b>	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
<b>The Graduated Approach informs each SEND Support Plan, and learning passports have realistic next steps outlined. These are regularly reviewed.</b>	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
<b>Ensure access to additional exercise opportunities such as soft play and swimming for pupils with physical impairment</b>	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

## 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
<b>Improve access to the site for disabled visitors</b>	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 from September 2017 HT and governing body	Pupils and visitors with physical disabilities are able to negotiate the school site safely and conveniently at all times

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<b>Use innovative assistive listening devices such as the 'BoomBox' which is a portable device for audio amplification</b>	Use new, assistive technology to increase inclusion for pupils with disabilities, and enable all children to better hear teacher-led instructions and interactions	From September 2017 HT, All teachers	Inclusion for all pupils, flexibility across the whole school site, due to portability.
<b>Improve signage and access for visually impaired people</b>	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
<b>Ensure that fixtures and fittings in the school are visible, reachable and accessible to wheelchair users and other people with disabilities</b>	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.

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Target	Strategy	Timescale and responsibility	Success criteria
<b>Increase accessibility to the school for parents or pupils with speech or hearing impairments by including details of the text relay service on the school web site</b>	<p>Include instructions on the 'Contact us' page of the web site: 'If you have a speech or hearing impairment you can contact us by dialling 018001 01665 602267'</p> <p>To return a call using the relay service staff will dial 018002 and the area code and number of person we wanted to contact.</p> <p>Train school reception staff to understand how the relay service works</p>	<p>Office manager/ SENDCO Autumn term 2017</p>	<p>People with speech or hearing impairments contact school using the relay service</p>
<b>Availability of written material in alternative formats when specifically requested</b>	<p>The school will continuously develop awareness of the services available for converting written information into alternative formats.</p>	<p>From September 2017 HT, All teachers</p>	<p>Inclusion for all pupils, flexibility across the whole school site, due to portability.</p>
<b>Improve signage and access for visually impaired people</b>	<p>Ensure that doors, entrances and steps are visually well defined by the use of contrasting colours.</p> <p>Consider how best to incorporate tactile information to assist navigation</p>	<p>All staff As required</p>	<p>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.</p>
<b>Improve access to written information for dyslexic children, (See attached list of useful resources)</b>	<p>Staff training and strategies in place in school</p>	<p>SENDCO All staff</p>	<p>Dyslexic children access the curriculum more readily and benefit from strategies intended to support them</p>



## Making printed information accessible.

### Resources and guidance:

#### Accessible Communication Formats

*Government guidance*

#### Producing accessible materials for print or online

**Abilitynet** - permissions needed

#### Creating clear print and large print documents

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

#### Talking Point

The first stop for information on children's communication, includes access to the progress checker.

This policy 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
This Review	February 2019	Review and refresh: Headteacher & NCC

### ACRONYMS

<b>SENDCO</b>	Special Educational Needs & Disabilities Co-ordinator
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### APPROVAL AND AUTHORISATION

	NAME	JOB TITLE	SIGNATURE	DATE
Approved by	<b>Jenny Smith</b>	Head Teacher		
Approved by	<b>Angela Jefferies</b>	Chair of Governors		
 <b>DATE OF NEXT REVIEW</b>			<b>Autumn 2021</b>	