

# Swallownest Primary School

## School Accessibility Plan

***Headteacher:***

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Rotherham Metropolitan Borough Council Education  
Department



# *School Accessibility Plan*

## **Introduction**

### **Schools' duties around accessibility for disabled pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving 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.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary.

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At SWP we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

*We want the best for and best from everyone in our learning community.*

It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school.

## **The Involvement of Disabled Children and Young People, Staff and Parents**

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil and staff data and additional information gathered.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Swallownest Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
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- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

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

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and numerous multi agencies the SENDCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children’s service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Behaviour Support Services
- Autism Communication Team

### **Improving access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Swallownest Primary School.

### **Improving the delivery of information to disabled persons**

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Access Improvement Plan is reviewed annually by the Governors' Site and Premises Committee. In addition it will be reviewed three yearly following consultations with the larger school community, the PTA, school council and questionnaires.

Information on how to view this plan is included in the school prospectus.

### Appendix 1 Access Improvement Plan

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	DH / HT	Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to	Contact details & cost of translation / adaptation	In place and ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.
Training for teachers on tailoring the curriculum and effective communication with parents	SENDCo DH / HT	Staff training and meetings with parents of SEN pupils arranged	Training time TA time allocated	In place and ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	SENDCo DH	On-going training on emerging disabilities	Training time TA time allocated	In place and ongoing	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo DH/HT	Technologies/adaptations for pupils with specific recording difficulty. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Sit 'n' move cushions.	Specialist equipment as listed	In place and ongoing	Increased access to the Curriculum Needs of all learners met.
Provision of wheelchair accessible toilets with changing facilities	SBM / HT	Maintain a wheelchair accessible toilet.	Build into maintenance budget	In place and ongoing	Physical accessibility of school increased Wheelchair accessible toilet and changing facilities available now in the school.
Maintain Safe Access around exterior of school	SBM/ HT	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in ground`s maintenance	ongoing	Disabled people to move unhindered along exterior pathways

<b>Priority</b>	<b>Lead People</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteri</b>
Improvements to help the visually impaired	SBM / HT	External steps & manhole covers highlighted in yellow / non-slip paint Nosing fitted to all stairs.	Cost of decoration £300	On-going	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Access into school and reception to be fully compliant	SBM / HT	Designated disabled parking Clear route through school for disabled people, allowing access to all areas		Complete and ongoing	Physical accessibility of school increased with outside ramp area to front of school.
Improve independent access within school	SBM / HT	Ramps to ensure access to parts of the building.			
Improve signage to indicate access routes around school	SBM / HT	Signs indicate disabled parking bays, and wheelchair friendly routes around school Provide access plan of building in	Cost of signs	Ongoing	Disabled people aware of wheelchair access to all parts of the school
Improve educational experiences for visually impaired	SBM / HT	Ensure blinds in all classes are effective.	Maintenance costs	Ongoing	Teaching aids, white boards etc, more easily seen & learning experiences of pupils enhanced.
Improve the quality of provision for children with specific special needs.	SENDCo / SBM / HT	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.	£2,000		The school experience enhanced for children with specific special needs.