



School Accessibility Plan 2022

Swainswick School is highly committed to offering an inclusive curriculum to ensure the best possible attainment and outcomes for all our pupils whatever their needs and abilities. The school seeks to identify and remove barriers to learning. We want to enable every child to learn as effectively as possible based on a good understanding of their strengths and areas of need. We want each child to enjoy his or her learning and to provide a firm foundation for life-long learning. All children with SEND are valued and respected as equal members of the school and we work hard to ensure that all children have a high sense of self-esteem.

Purpose of the Plan

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

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability 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 carry out normal day-to-day activities."

Legal Responsibilities

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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 (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits)
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education)
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning as required to make written information that is normally provided by schools to its pupils available in another format to disabled pupils) The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe

Contextual Information

Swainswick has certain challenges in relation to the physical environment of the school which is set on a steep hillside. The main entrance to our site is via stairs and the site itself is on a split level with many stairs between the principle building and the office and classrooms sited on the upper part of the site. This will pose challenges for any member of staff or pupil with mobility difficulties. The installation of lifts or ramps would be not only extremely costly, but in the main, impractical given the steepness of the steps and the characteristics of the site. It is our policy to make reasonable adaptations (wherever we can) to allow staff and pupils to use our buildings and we will review each case on an individual basis. We accept that staff or parents of prospective pupils may choose not to send their child to Swainswick Church School due to the restrictions posed by the site and school buildings.

On an ongoing basis, we will review the accessibility arrangements and each individual case as it arises. We will do all that is reasonable and practical to cater for disabilities. As a part of our commitment to providing education for all, we are committed to providing access to the curriculum for pupils with a disability. We will expand and adapt the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are other pupils; this will cover teaching, learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

We are committed to the ongoing improvement of written information and we will extend this to pupils, staff, parents and visitors with disabilities on a needs basis. We will review each case to ensure that information is provided in the correct format to maximise engagement and the learning experience.

We value all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs and will continue to develop our culture of awareness, tolerance and inclusion by challenging negative attitudes about disability and accessibility.

Current Range of Known Disabilities

At present we have no wheelchair dependent pupils, parents or members or staff or those with visual and hearing impairments. The school has children with a range of disabilities including moderate and specific learning disabilities and aims to work closely with their families and any relevant outside agencies to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows and supports them to learn, achieve and participate fully in school life.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of our practice. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Target	Strategies	Outcome	Monitoring	Timeframe/Costs
Increased confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Raised staff confidence in strategies for differentiation and increased pupil participation	SENDCo/ SEND team	Ongoing and as required
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	Raised confidence of support staff	SENDCo/ SEND team	Ongoing and as required
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	All staff aware of individual needs Pupils learn with appropriate curriculum matched to their needs	SENDCo/ SEND team	Ongoing and as required
School policies continue to reflect a commitment to equal opportunities and racial equality and ensure accessibility for all	Planning and teaching includes opportunities to promote equality Policies, aims, visions and protocols to have reference to developing individual pupil's full potential	Pupils continue to be respectful and have an understanding of equality Pupils access the curriculum and attainment is in line with or above targets set	Head Teacher, SENDCo/ SEND team, class teachers, support staff	Ongoing As policies reviewed
Use ICT software to support learning	Make sure software installed where needed	Wider use of SEND resources in classrooms	ICT coordinator	As required
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	All pupils in school able to access all educational visits and take part in a range of activities	Head Teacher, SENDCo	As required
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	All pupils to have access to PE and be able to excel	PE coordinator	As required

Improving access to the physical environment of the school.

Swainswick school has undergone building improvements, with an accessible new build for the Early Years Foundation Stage (EYFS) and key stage one and plans for further refurbishment underway to improve facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We keep resource provision under constant review and the school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Outcome	Monitoring	Timeframe/Costs
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	<p>To create access plans for individual disabled pupils when required</p> <p>Be aware of staff, governors, and parents needs and meet needs as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through questionnaire or newsletter</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff are aware of Environment Access Standard</p>	<p>Access plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>	HT, SENDCo/ SEND team	Ongoing and as required
Physical resources matched to the needs of the school community both wheelchair users and those with impaired mobility	<p>Governors to identify practical improvements which might make the site more accessible in the future</p> <p>To monitor and identify potential sources of funding to make this feasible</p> <p>To work closely with the LA during any future school development</p>	<p>Redesigned buildings are usable by all</p> <p>Disabled parents/carers/visitors feel welcome</p>	HT, Governors, Site managers	<p>Ongoing long-term target</p> <p>Costs likely to be significant and will be dependent on securing external funding</p>
Ensure accessibility of access to IT equipment	<p>Alternative equipment in place to ensure access</p> <p>Liaise with visual impairment/hearing impairment information with regard to pupils</p>	Hardware and software available to meet the need of children as appropriate	ICT coordinator	Ongoing and as required

Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on appropriate equipment	All children have access to equipment	LA hearing officers	As required
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	All disabled pupils and staff are safe in the event of a fire	HT, SENDCo/ SEND team	As required

Improving the delivery of written information to disabled pupils.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need.

The school will need to identify agencies and sources of such materials to be able to make provision available when required.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Target	Strategies	Outcome	Monitoring	Timeframe/Costs
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in simple English School office will support and help parents to access information and complete school forms Ensure website and all documents accessible via the school website can be accessed by those visually impaired	All parents receive information in a form that they can access	School Office/HT	Ongoing and as required
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for those with a visual impairment	Excellent communication	School office/HT	Ongoing and as required
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Staff produce their own information	SENDCo/ SEND team	Ongoing

Annual review information to be as accessible as possible	Develop child friendly pupil target plan formats	Staff more aware of pupils preferred method of communications	SENDCo/ SEND team	Ongoing
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Confidence of parents to access their child's education	EAL coordinator	Ongoing
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	Pupils and/or parents feel supported and included	SENDCo/ SEND team	As required
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form or printed information	Ensure website is fully compliant with requirement for access by those with visual impairments Ensure prospectus is available via the school website	All can access information about the school	School office/HT	Ongoing