



Swinton Fitzwilliam Primary School Accessibility Plan 2023 - 2026

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Swinton Fitzwilliam Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment - both locally and globally.



Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Our Aims

Physical Environment	Our Curriculum	Communication
1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.	2. To develop a curriculum that is accessible for all and represents all within our school community and beyond. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion	3. Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

The Accessibility Policy should be viewed in conjunction with the following:

Relationships and Behaviour Policy

- Behaviour and Relationships Policy
- Anti-bullying Policy
- Equality Policy
- SEND Policy



Physical Environment

Our school consists of two buildings on a steeply sloped site joined by a set of external stairs. This presents physical barriers and significant challenges to accessibility. The positioning of two external lifts and ramp access to both buildings means that the site is fully accessible to those with physical disabilities including wheelchair users.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.				
Target	Strategy	Responsibility	Success Criteria	Timeframe
Improve the physical environment of school	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	HT SENDCO	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.	Ongoing
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	HT DHT SENDCO	As full as possible inclusion for all pupils. Safe evacuation in an emergency.	Ongoing



Our Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. The SENDCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' access to learning. The school works closely with specialist services including: Educational Psychology, Specialist Inclusion Team, Hearing Impairment Team, Speech and Language Therapy, Community Pediatrics, CAMHS and School Nursing.

To develop a curriculum that is accessible for all and represents all within our school community and beyond. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion				
Target	Strategy	Responsibility	Success Criteria	Timeframe
To ensure pupils working within the lowest 20% are targeted to narrow the gap with their peers	Daily intervention in EYFS for children identified through pupil progress in communication and language (Talking Tables) and early reading (Little Wandle GPC and blending interventions). Additional keep up phonic sessions in KS1. Little Wandle Rapid catch up reading interventions in KS2. Pre Teach sessions.	Class Teachers Phonics Lead SENDCo	The gap between the bottom 20% and their peers will be narrowed.	ongoing
Effective use of resources to increase access to the curriculum for pupils.	Deployment of teaching assistants to meet needs. Use of ICT e.g. dictator app Further examples include:		All pupils will be able to access the curriculum.	ongoing



	Fidget toys, wobble cushions, coloured paper/overlays, writing slopes, pencil grips, erasable pens, weighted cushions/blankets Adjustments made for children who are Hearing and/or Visual impaired e.g. use of a radio loop system or enlarged texts Staff CPD			
Adaptation to curriculum to meet the need of individual pupils	Scaffolds provided as part of quality first teaching. Delivery of specialist interventions (e.g. OT/Physiotherapy/SALT) Scribes and readers Accessibility arrangements for Statutory Assessments Learning Support Programmes (Individual Targets) Behaviour Support Plans Staff CPD	Class Teachers SENDCo Outside agencies	The needs of all pupils are met.	ongoing
Training for all staff	Intimate Care Plans and training CPD planned to address the needs of children Seek advice/training from outside agencies SENDCo to attend all Network Meetings for updates	SENDCo SLT	All teaching staff have up to date knowledge and skills to teach children with SEND	ongoing



Extra Curricular Clubs and trips.	Risk assessments to be carried out to ensure appropriate resources and equipment are in place. All external providers are informed and adapt to the needs of all children.	Class teacher SLT	Increased access to extra curricular activities and trips for all pupils with SEND.	ongoing
Working in partnership with parents/carers	Termly Achievement through Partnership Plan meetings to discuss and review key actions. Attendance Plans Early Help Assessments Weekly Newsletter Regular Coffee mornings Stay and Play sessions (FS) Home visits (FS) Parent workshops Notices/Information shared via Dojo messenger and arbor email service and on the website School website Face to Face and telephone meetings can be arranged with SENDCo/SLT as required.	Class Teacher SLT SENDCo Admin Staff	Parents feel fully informed and that their voice is heard, working in partnerships with school and other agencies to meet the needs of the child.	ongoing
Improve written	Provide alternative formats e.g. enlarged text,	SENDCo	All parents can access information.	ongoing



communication	dyslexia friendly fonts, coloured paper Provide translations if needed. Liaise with specialist services e..g visual impairment team Access arrangements for statutory tests	Admin Staff Class teachers	All children can access learning resources.	
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