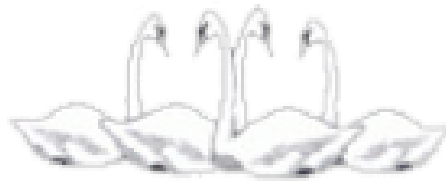


Accessibility plan

Four Swannes Primary School



Approved by: Alan Moore **Date:** 03.03.2026

Last reviewed on: 03.03.2026

Next review due by: 03.03.2029

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	6
5. Links with other policies	6

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Four Swannes Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Four Swannes Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Ensure that all lessons provide opportunities for pupils to achieve and that lessons are adapted according to need.</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a Disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>ICT equipment purchased and available to use: 6 x SEN laptops and 4 x iPads</p>	<p>Visuals are used routinely in lessons to support all students to access the lesson content.</p> <p>Effective assessment supports teachers in planning appropriate tasks/ adaptations</p> <p>ICT is used effectively to support children in specific areas of the curriculum.</p> <p>All pupils are encouraged and supported to participate in music, drama, technology and physical activities.</p>	<p>SENDCo to support teachers in planning using Widget; monitoring of books and planning.</p> <p>Assess how effective current assessment methods for children working significantly below; explore alternative options where needed (e.g. M-Scales); devise clear approach.</p> <p>CPD: Staff meeting looking at ways to use ICT to support children in accessing content of lessons.</p> <p>Support teachers in adapting music, drama, technology and PE to include all learners; seek external professional guidance where needed.</p>	<p>SENDCo, subject leaders</p> <p>SENDCo</p> <p>SENDCo, subject leaders</p> <p>SENDCo, subject leaders</p>		<p>All children can access and make progress in lessons.</p>

[Type here]

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>To ensure the environment is adapted to the needs of pupils as required. This could include:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Environment needs to be established at least to the minimum requirements to allow ease of access to any persons with a disability.</p>	<p>A review of all access areas on the school grounds.</p> <p>Doorways to be checked for access width and is security restrictive (in accordance with guidance)?</p> <p>Disabled parking areas to be clearly marked with a signpost.</p> <p>All ramped access to be cleared and ensure that areas are not slippery.</p> <p>Look into the possibility of an automatic (button controlled) door at front of school.</p> <p>Edges on concrete steps outside in playground to be highlighted</p> <p>Staff to be made aware that the pedestrian gate button is very high (for safety reasons) – person in a wheelchair will need support to exit the premises.</p>	<p>Site manager/HT/H&S Governor/BM</p>	<p>Review by May 2026 with any actions completed by July 2026</p>	

[Type here]

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Support the needs of pupils and parents with Special Educational Needs/ disabilities	<p>Children are assessed when joining the school setting and any needs and special requirements established</p> <p>Key staff are trained in specific areas to support children with disabilities.</p> <p>External professional advice and guidance is sought and applied to support specific children.</p> <p>Training for all staff on specific disabilities.</p> <p>Parents are beginning to be regularly updated at set points to inform of adjustments to practice and given relevant information</p>	<p>Improvement in practice for short term is to assess and review current processes of support</p> <p>Long term action to embed comprehensive supportive practice for families in and out of school setting</p> <p>All staff receive sufficient awareness training about the disabilities within the school.</p>	<p>SENCo to maintain training programme for staff to support pupils with SEN</p> <p>SENCo to ensure that records and information are kept up to date and relevant information is passed to next teacher each year – brief details on class profile</p> <p>Medical plans and Individual Health Care Plans updated</p> <p>Pupil files set up in main office. All information regarding pupils kept centrally. Medical information updated at least annually</p>	SENDCo/SEND Governor/HT	On Going	<p>GDPR compliant information stored</p> <p>Training up to date and relevant</p> <p>Records up to date and relevant</p> <p>Children have positive attitudes to SEN and disabilities</p>

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
-----	---	--	---------------------	--------------------	-----------------------------	------------------

<p>School promotes positive attitudes to disability.</p>	<p>Many curriculum resources include examples of people with disabilities</p> <p>English lead has ensured guided reading texts represent people a range of diverse backgrounds/ experiences, including those with disabilities.</p> <p>Some assemblies have taken place to raise awareness of specific disabilities (e.g. Autism Awareness)</p>	<p>Introduce opportunities for visitors to deliver assemblies that emphasise an inclusive and empathetic approach to people with disabilities.</p> <p>Children will have the opportunity to question and understand how presenters achieved success whilst dealing with a disability.</p> <p>People with disabilities are represented within the curriculum and school environment.</p>	<p>SLT members to identify charities or individuals that can complement the school's vision and are representative of children in the school.</p> <p>Arrange for assemblies to happen on a regular basis and that a range of disabilities are celebrated – timetabled once per term/ half term.</p> <p>Opportunities for visitors to school and classes as well as PSHE lessons and circle time to discuss attitudes to disabilities.</p> <p>Staff meeting with teachers about how to ensure diverse representation in lesson examples, resources and on display boards.</p>	<p>SENDCo (HT/DHT)</p>	<p>Summer 2: timetable assemblies</p>	<p>Children, staff and the wider school community have a better understanding and awareness of those with a disability.</p>
--	---	---	--	------------------------	---------------------------------------	---

and promote positive attitudes to disability

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SEND Governor.

It will be approved by the governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

