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**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.

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| **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.

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

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| **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 complaint 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 |