



Swalecliffe Community Primary School

Accessibility Plan

Improving the Physical Access

Date of last review – January 2024 Further review January 2025 Further review January 2026

Target	Activity	Timescale	Success criteria	Monitoring
<p>Improve the physical environment of the school for the purpose of increasing the extent to which pupils and adults with a disability are able to take advantage of education and associated services provided or offered by the school.</p> <p>Ensure that all disabled individuals can be safely evacuated.</p>	<p>Carry out regular accessibility audits alongside health and safety checks and report to the Resources Committee. Ascertaining and meeting access needs of staff and governors while maintaining confidentiality.</p> <p>Investigate the feasibility of making improvements to the main Reception area.</p> <p>Specific points: Push pad operation for outer door</p> <p>Redecorate one or more classrooms and cloakrooms, providing appropriate colour contrast.</p> <p>Improve evacuation routes to muster point. PEEPs are to be developed for all pupils with additional needs, including those using wheelchairs, those with mobility difficulties and those with hearing/visual impairments.</p>	<p>As required. (subject to budget)</p> <p>Summer Break (subject to budget)</p> <p>As required. (subject to budget)</p>	<p>Key staff and governors aware of any new accessibility issues. Environment more suitable for wheelchair users</p> <p>Disabled users could enter the main reception area unaided by wheelchair users.</p> <p>Improved availability of and access to group rooms for children and adults. The environment is more suitable for VI / HI users.</p> <p>All disabled individuals and staff working with them are safe and confident in the event of an evacuation.</p>	<p>Governors Resources Committee SLT - termly</p>

Improving the delivery of written information

Target	Activity	Timescale	Success criteria	Monitoring
1. Written information to be made available in alternative formats as required and is accessible to all parents/carers	Use of larger fonts, coloured filters on whiteboards and alternative methods of communication with stakeholders as needed. Access Local Authority advice for alternative formats where needed. School staff to support parents/carers to access information and complete school forms as required.	ongoing	The school will provide access to written information in different formats when required for individual purposes and support individual parents as needed.	
2. Raise awareness of the importance of good communication systems	Increased use of school website, TEAMS meetings and email system. Familiarity with use of new Arbor system and ongoing support for use of CPOMS	ongoing	Improved communication and access to information for all stakeholders. Access to email letter communication. Meetings to enhance opportunities to communicate with families as needed. Additional training and support with new communication systems	
3. Ensure staff are aware of accessible formats to support pupils	Guidance to staff on Dyslexia, Irlen's, Interactive whiteboard and alternative recording methods Guidance available re accessibility features on iPads and computers. Staff aware of when and where to access additional tools to support learning e.g. sloping boards, Move N Sit cushions, pencil grips	Term 2 /3 Ongoing updates	Staff using a range of accessible formats with pupils as needed including IWB coloured background, coloured paper, different fonts, coloured overlays. Staff access to visual disturbance screening tools and increased awareness of impact of these difficulties through additional training	
4. Pupils to be aware of their targets	Staff to ensure that pupils know their targets for learning and are able to contribute to these through pupil voice	Terms 2,4,6	Pupils know their targets in order to make good progress within them following Achievement days. Pupil voice is captured 3 times per academic year.	

Improving the curriculum access

Target	Activity	Timescale and	Success criteria	Monitoring
<p>Staff fully aware of the individual needs of pupils and adapt learning tasks according to need and interventions planned to support accelerated learning Access arrangements are in place where necessary for formal and informal assessments and are available as their "usual way of working"</p>	<p>Transition meetings when moving classes. -Class AEN file with reports and pupil information kept up to date. -Provision Plans officially updated 3x annually to review and set appropriate targets but targets and support adapted daily -Support staff aware of additional needs and targets with access to individual plans and EHCPs. - Planning for individuals with additional needs (adaptations) Individual planning for those pupils with exceptional needs discussed and shared with support staff and weekly individual timetables shared. Screening taking place for pupils who may require access arrangements and evidence gathered for formal applications for these. Pupils have access to readers, alternative methods of recording, additional time, separate testing and prompts where necessary.</p>	<p>Term 6 Ongoing Terms 2,4,6 Ongoing</p>	<p>All pupils have access to suitably adapted learning tasks and equal access to the curriculum. Access arrangements in place for those who need them</p>	
<p>All in school and out of school activities are planned to ensure the participation of all pupils.</p>	<p>-Activities are planned in advance for pupils with specific needs to ensure inclusion. -Risk assessments written/ amended as needed</p>	<p>ongoing</p>	<p>All school activities are inclusive and comply with 2010 Equality Act requirements</p>	

Classrooms are organised to promote the participation and independence of pupils	<ul style="list-style-type: none"> -Review classroom layout for pupils. -Review need for additional equipment for pupils with additional needs. - Review IWB and projectors annually to ensure they provide clear accessible information. -Use of colour filters and books/ IWB coloured backgrounds as required -Use of sloping desks, ergonomic pens/pencils, pencil grips etc - Use of iPads and computers to support access to learning and recording. - Sensory equipment and sensory breaks provided as needed. - Calm corners, alternative seating where required in place in all classrooms 	ongoing	Pupils work with greater independence and have access to appropriate equipment	
Liaise with Nursery providers to review pupil requirements for next year's intake	Identify which pupils require additional support for SEND and medical needs	Term 6 annually	Procedures/ Equipment/ Classroom resources in place for September	
To establish links with support services and health professionals who support individual pupils	Joint planning to ensure appropriate strategies/ care plans are in place. Additional referrals to external agencies. Signposting for parental support	ongoing	Collaborative approach between school, parents/ carers and outside agencies	
Refer children to LIFT to access advice and support	Liaise with Specialist Teachers and Educational Psychologists to plan supportive strategies	Termly	Pupil progress, additional evidence for onward referrals and applications	
To review and update Provision Plans 3 x annually	Monitor progress within targets and data. Staff training on writing SMART targets and evidencing progress.	3 x annually October, March, June	Progress made against targets	