



June 2024

Accessibility Plan 2024- 2027

Introduction:

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

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

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.

You can read more about substantial and long-term effects [here](#).

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these will also be published on the school website.



Objectives

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory and learning impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as any other pupils; (If a school fails to do this they are in breach of their duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this considers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Contextual Information

Swansfield Park Primary School converted in September 2017 from a first to a primary designation. Refurbishment of the site was extensive, and accessibility challenges do still affect a relatively new building. Some accessibility features were overlooked in the planned environment and were later identified and rectified at the school's own cost.

Appropriate training has been provided for staff and all First Aid certificates are kept up to date. There is a defibrillator on site and staff are trained to use it.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. What follows is a series of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- Head Teacher
- Schools' Equalities Coordinator from Northumberland County Council

An accessibility audit of the school was completed by the Head Teacher and Schools' Equalities Coordinator in June 2024. The refreshed action plans that follow show how the school will address the priorities identified

Increasing access to the curriculum for disabled pupils

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

Target	Strategy	Timescale and responsibility	Success criteria
All teachers and TAs are SEND professionals. We all recognise the need to be adaptive and to learn new strategies and skills to support the children we integrate and educate, many of whom have additional needs.	Establish and fulfil staff CPD needs. Ongoing reminders that this area of work applies to everyone equally. Flexible approaches to which staff work in which area of school and with which children	All staff	Raised staff confidence and strategies being deployed. Pupil participation visible.
Ensure that all staff are aware of the needs of disabled children when accessing the curriculum and creating an enabling environment. 'The SEND Team' means everyone	Modelling best practice to one another in supporting pupils with additional needs. Learning from specialist partners. Interchangeable roles within the team strengthening the model	All staff	Staff create the best inclusive environment for every disabled child
All educational visits to be accessible to all pupils	Assess every potential venue and transport provider for accessibility before agreeing a visit to be viable.	HT, Teachers Anticipatory, in advance of any visits	Participation of all pupils in a wide range of activities and visits. No child excluded on the basis of disability.
Classrooms and outdoor spaces are organised to promote the	All staff continuously audit resources and learning	Continuous: all staff	An enabling environment

participation and independence of all pupils	approaches to ensure that lessons are planned to meet the needs of all pupils in the class.		
Close working with colleagues at Barndale House to observe and emulate how environments are structured and how adults interact when the classroom becomes overwhelming	Each approach, resource and intervention is carefully evaluated in terms of impact in increasing access to the curriculum. Hop-ins used when class becomes too much. Replicate this at Tick Tock	Ongoing: Headteacher, Staff, Parents	Case for access to funding or additional resources as and when required by a child can be well evidenced
Ensure access to additional exercise opportunities such as soft play and swimming for pupils with physical disabilities.	Consult with and act upon the advice of a specialist PE teacher to help adapt and shape delivery of the PE curriculum	School leadership PE specialist Ongoing	Innovation and better inclusion for pupils with physical disabilities
Emotional and psychological barriers to learning are addressed by all staff using a range of strategies and support mechanisms	Strategies for promoting positive mental health, and emotional wellbeing and resilience are an essential part of the school's ethos and strategy for managing self-regulation.	Mental Health Lead Family support worker All Staff	Children feel safe and secure and are able to access support and strategies to deal with problems that could become barriers to learning

Improving access to the physical environment of the school

Our site is extensive both inside and out. We place a great deal of value upon outdoor learning and forest school principles. Our classrooms all have patio doors which give immediate access to outdoors. It remains a priority to continue to improve the physical environment of the school to increase the opportunities disabled users and visitors may take advantage of the facilities we have, both indoors and out. We have a wide range of equipment and resources available to make learning and being outdoors fun. We keep

resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategy	Timescale and responsibility	Success criteria
A focus on kind hands, feet and words in play areas: Increased awareness that rough play can be both dysregulating and inappropriate for many children	Signage for outdoors. New system in playgrounds: starting with a warning, then time out (reflective time) then a red light).	Ongoing HT and governing body	A safe, enjoyable play experience for all pupils on the school site.
Adapting the environment to be an enabling environment for SEND pupils	Individualised workstations with limited sensory distractions, visual timetables, widgets with communication cards	Ongoing HT, All teachers	Inclusion for all pupils, flexibility across the whole school site. Learning from new approaches
Ensure that fixtures and fittings in the school are visible, reachable and accessible to wheelchair users and other people with disabilities, for example grandparents and carers who attend school	Continuously audit the school, and wherever possible, make the adjustments as we notice the need for them and can budget to address them.	Ongoing SENDCO	Pupils, carers and family members with physical disabilities are able to access rooms and facilities on an equal basis to other visitors

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will continuously develop awareness of agencies and sources of materials to be able to make information more accessible as required. The

school's constantly improving ICT infrastructure also enables us to be responsive in meeting a range of needs.

Target	Strategy	Timescale and responsibility	Success criteria
Using assistive technology to help with communication needs	Acquire and make technology available as needed	All staff	Children using assistive technology to access aspects of the curriculum that would have been inaccessible. (A recent example was a pupil with vision impairment)
Availability of written material in alternative formats when specifically requested	The school will continuously develop awareness of the services available for converting written information into alternative formats.	All staff As required (See Appendix 1)	Staff will be aware of web based and physical resources and organisations offering information in different languages and formats, including people who can sign.
Improve access to written information for dyslexic children, (See attached list of useful resources and links)	Staff training and strategies in place in school	SENDCO All staff	Dyslexic children access the curriculum more readily and benefit from strategies intended to support them
Simplified formats to communicate key messages: e.g. visual timetables. Simplified communications with parents	Explore and develop strategies to make information easily understood by anyone	Ongoing by all staff	Barriers to understanding written information will diminish.

Appendix 1:

Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats](#) (Government guidance)

[Creating accessible documents factsheet](#) (Abilitynet)

[Abilities and assistive technology](#) (UK Association for Accessible Formats)

[The Sensory Trust information sheet on clear and large print](#)

[Am I making myself clear?](#) (Mencap's guidelines for accessible writing)

[Dyslexia Style Guide](#) (British Dyslexia Association)

[Communication friendly environments](#) (from the Communication Trust)

[Custom eyes](#) Schools and individuals can join the scheme which can make (at RRP) large print tailor made books which include:

- picture books
- fiction
- non-fiction
- Oxford Reading Tree
- GCSE and A Level English texts and textbooks
- revision guides for Key Stages 2, 3 and 4

[Northumberland County Blind Association](#) undertake commissions to transcribe documentation to Braille.

[Easy Read UK](#) can convert documents to Easy Read format