



Mary Swanwick Primary School Accessibility Plan

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Monitoring and review

1. This policy is reviewed every three years by the Chief Operations Officer of LEARNERS' Trust. Any changes made to this policy will be communicated to all members of staff.
2. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
3. The next scheduled review date for this policy is November 2026.

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| | Chief Executive Officer |
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Statement of intent

This plan outlines how schools within the LEARNERS' Trust aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. **[New]** Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. **[New]** Roles and responsibilities

The Trust will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Trust, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and Trust to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The school will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the Trust will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the Trust will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the Trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

1. Planning duty 1: Curriculum

| | Issue | What | Who | When | Outcome | Review |
|-------------|---|--|---|-------------|--|-------------|
| Short term | As part of their Jigsaw PSHE curriculum, children are taught about how they can help to keep themselves mentally healthy. | Audit of the curriculum | Headteacher Teachers SENCO Jigsaw lead | Autumn 2025 | Implementation of Jigsaw PSHE scheme | Autumn 2026 |
| | Support for staff to meet increasing needs of pupils relating to SEMH | INSET provided to staff members Training through ISAT | Headteacher SENCO ISAT Teacher | Autumn 2026 | Staff members have the skills to support pupils with SEND | Autumn 2026 |
| Medium term | School Residential Trips to be more inclusive to children requiring 1:1 support | Needs of pupils with SEND are incorporated into the planning process | Headteacher Teachers SENCO 1:1 Support Staff | Summer 2027 | Planning of residential trips takes into account pupils with SEND and incorporates 1:1 support as appropriate. | Autumn 2027 |
| Long term | | | | | | |

2. Planning duty 2: Physical environment

| | Issue | What | Who | When | Outcome | Review |
|-------------|--|---|--|-------------|--|-------------|
| Short term | Access to car park via top of school | Features to stop pupils unlocking doors / release access during a fire alarm | Building Contractors Headteacher AdRad | Summer 2026 | Mag-lock doors in place for MAT Cave & Tunnel doors | Autumn 2026 |
| Medium term | Lack of hoisting facilities in the Sports Hall meaning the hall isn't fully accessible for all children to use fully | Hoisting facilities in the sports hall | LA – DCC Headteacher | Autumn 2026 | Sports Hall facilities will be fully-accessible to all pupils. | Spring 2027 |
| Long term | Steps in KS2 | Steps in KS2 corridor mean that an Evac-MAT is needed if the ramped access is blocked by a fire – refresher training for use of Evac-MAT needed | LA – DCC Headteacher | Spring 2027 | Staff trained to used Evac-MAT in the event of a fire | Spring 2027 |

3. Planning duty 3: Information

| | Issue | What | Who | When | Outcome | Review |
|-------------|---|---|----------------------|----------------------------|---|----------------|
| Short term | Management staff do not know whether school information is accessible to all parents and their needs. | Audit of information and delivery procedures | Headteacher SENCO | Summer / Autumn 2026 | School is aware of accessibility gaps to its information delivery procedures | Spring 2027 |
| | Children who require cover overlays for visual impairments are given specific resources. | Audit of accessibility for coloured overlays and training of accessibility options. | SENCO Teachers | Summer 2026 | Staff to be aware of accessibility features, and to adapt planning e.g. PPTs as needed to reflect needs of children including alternate screen in larger classrooms | Autumn 2026 |
| Medium term | | | | | | |
| Long term | | | | | | |