



Accessibility Policy and Plan Swineshead St Mary's CE Primary School

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

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Swineshead St Mary's CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three-year period.

The Accessibility Plan will contain relevant actions to:

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve and make reasonable adjustments to 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 time frame.

As stated above, Swineshead St Mary's CE Primary School is committed to equal opportunities and inclusion. This Accessibility Policy and Plan is not a standalone document but should be considered alongside the following school policy documents:

LINCOLN ANGLICAN ACADEMY TRUST
Ruskington Chestnut Street C of E Academy | Chestnut Street | Ruskington | NG34 9DL
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- Equal Opportunities Policy
- Special Educational Needs & Disabilities (SEND) Policy and the Local Offer
- Safeguarding Policy
- Health & Safety policy
- Staff related policies, e.g. risk assessments, sickness and absence

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

Swineshead St Mary's has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Lincolnshire SEND team, outreach services, health professionals and Educational Psychology Service, the Inclusion Manager manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's pastoral facilities also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Advisory Service for Visual Impairment (SEST)
- Speech and Language Therapists
- Educational Psychology Service
- Clinical Psychologist
- Lincolnshire SEN Team Advisory Service
- CAMHS
- GPs and paediatricians
- Bladder and Bowel Nurse

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- School Nurse Team
- Counselling
- Mobility Orientation Team
- Other advisory services and charities

The school's governors, teachers, teaching assistants and lunch-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Visual impairment, including use of Braille
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. fetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- Physiotherapy

Facilities and support currently on offer at the school include:

- Behaviour Improvement Mentor
- Designated areas and support for 1:1 or small-group work
- 'Growing Acorns' Lunchtime Nurture Group
- Advice, assessment and support from Speech and Language Therapist
- Educational Psychologist
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Beat Dyslexia, Toe by Toe
- Disabled toilet with hoist and changing facilities
- Swimming sessions

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- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Advice and support from School Nurse Team
- Paediatric First Aiders
- Team Teach trained staff
- Use of diagnostic assessments
- Transition arrangements, planning and support

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Current Actions: improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The whole school is single storey and has wheelchair access throughout. At present we have no wheelchair dependent pupils, parents or members of staff.

In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

Increasing access for disabled pupils to the school curriculum

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. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Swineshead St Mary's Accessibility Plan 2025 – 2028

Improving the Curriculum Access

Target	Strategies	Time-scale	Responsibility	Success criteria
Increase confidence of all staff in scaffolding the curriculum	Be aware of staff training needs on curriculum access Assign CPD for the LAAT Teaching and Learning Toolkit	Ongoing and as required	HoS	Raised staff confidence in strategies on metacognition strategies
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	HoS	Raised confidence of support staff
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HoS	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information and facilitate disability sports	As required	PE Co-Ordinator	All to have access to PE and be able to excel

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Improving the Physical Access

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required	HoS	IEPs in place for disabled pupils and all staff aware of pupils needs
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Caretaker/ School Surveyor	Re-designed buildings are usable by all

Target	Strategies	Time-scale	Responsibility	Success criteria
Ensure all disabled pupils can be safely evacuated	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff/visitors with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required	SENDCo	All disabled pupils and staff working alongside are safe in the event of a fire
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	Caretaker	All disabled staff, pupils and visitors able to have safe independent egress

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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.

In planning to make written information available to disabled pupils we again 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 the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	School Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	All parents understand the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office Teachers	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on accessible information	On-going	SENDCo	Staff produce their own information
Annual review information to be as	Develop child friendly IEP review formats	On-going	SENDCo	Staff more aware of pupils' preferred



accessible as possible			method of communication
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Targets	Strategies	Time-scale	Responsibility	Success Criteria
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	As required	SENDCo, HoS/school office	Pupils and/or parents feel supported and included

Reviewed: February 2025

To be reviewed: February 2028

Signed
Mrs CV Collett
Executive Headteacher

Signed
Mrs J Powell
Chair of Governors