The Swaffhams Primary Schools

Together we work to succeed and flourish

Accessibility Plan

Approved by: **Date:** November 2026 **Last reviewed on:** November 2026

Next review due by: November 2029 (3 year cycle)

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We provide equal opportunities for everyone in the school community to develop personally and professionally in an inclusive, safe, secure and supportive environment.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils	On registering into the school, parents to be asked to inform the school of any needs their child may have. HB/KB to complete risk assessments where required. Adjustments to be made to ensure full inclusion. Support requested as needed from Grace Schools inclusion team. Ensure new pupils with any identified need have full access to the curriculum.	HB / KB	Ongoing	The school curriculum is fully accessible to all pupils including those with disabilities

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Corridor width Disabled toilets Disabled parking space Year groups changing classrooms depending on which is best for the child	On registering into the school, parents to be asked to inform the school of any needs they themselves or their child may have. HB / KB to complete risk assessments. Adjustments to be made to include the parents/child. Support requested as needed Grace Schools inclusion team.	HB / KB	Ongoing	Access into and around the school for all, especially those with mobility problems, or those using a pushchair or wheelchair.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: - Internal signage - Large print resources - Pictorial or symbolic representations	To present the SEN information report in a way that is accessible to all. To consider the use of pictorial or symbolic representations for signs around the School. Ensuring any child joining our school with SEND has their communication needs met.	HB / KB	Ongoing	Improved availability of accessible information for disabled pupils

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be reviewed by Katie Bellwood (SENCo) and it will be approved by Helen Bartley (Head teacher).

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy