



Accessibility Plan (updated Summer 2023)

Priority	Action Required	Resources	Monitoring Lead	Success Criteria	Timescale
Identify pupils who have disabilities, including new entrants	Ensure current definition of disability is understood by all staff so pupils are identified and are not "missed out".	Data	Inclusion Manager	All staff have a clear understanding of current definitions of disability.	Ongoing
Enable participation by disabled pupils in all aspects of school life	Promote the inclusion of pupils with disability through "Pupil Voice"	Data is collected on participation School Council Learning Council	Inclusion Manager Headteacher School Council Curriculum Leader	Pupils with a disability are represented through "Pupil Voice" and are supported in articulating needs of all disabled pupils.	Ongoing
	Pupils with disabilities and their parents/carers/stakeholders identify the barriers they face in participating in the school community.	Set up formal process of consultation	LGC Headteacher Inclusion Manager	A formal process exists for consultation with all stakeholders. Consultation feedback identifies targets for plan. Prompt action is taken to remove barriers.	Ongoing
	Ensure participation of pupils with disabilities so that they are able to participate in all aspects of school life, including extra-curricular activities and identify and remove any barriers	External Specialist Agencies eg: PSS (Physical Sensory services) Data is collected on participation	Inclusion Manager Extended Schools Leader Curriculum Leader	Immediate action is taken to make "reasonable adjustments" for each pupil to remove any barriers	Ongoing
	Monitor the physical access of disabled pupils into the school environment	External Specialist Agencies eg: PSS (Physical Sensory services) Adaptation of school grounds or specialist resources	Inclusion Manager Premises Officer	All children are able to fully participate within school life	Ongoing
	Ongoing communication with parents/carers regarding pupils' disabilities and support required.	Record of meetings and actions to be taken Records from previous settings	Inclusion Manager Headteacher All Staff Family Link Worker	Children are able to participate fully in school life with appropriate support as required. Staff working with these children know and understand their needs.	Ongoing
	Information and advice is obtained from LA, external specialist and other agencies/schools on specific needs, teaching and inclusion strategies as well as promoting good practice	LA Specialist agencies/schools	LGC Headteacher Inclusion Manager	School is regularly consulting external agencies for advice and information to have the necessary knowledge and expertise to meet the needs of pupils with disabilities	Ongoing
All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in the use of specific medical equipment.	All staff (eg: Medical plans/lockdown procedures etc)	Headteacher Inclusion Manager	All staff are showing confidence and competence in dealing with emergencies and unforeseen developments. Plans updated regularly to meet pupils' changing needs.	Ongoing

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Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEND and those who are not. Include personalised learning plans, as appropriate.	DDA Equality Act 2010 Data	Headteacher Deputy Headteacher Inclusion Manager	Systems in place monitoring academic and social progression and differentiation through Pupil Progress Meetings and SEND tracking Parents/carers are involved in process.	Ongoing
Ensure recruitment is non-discriminatory	Ensure recruitment policy considers all appropriately qualified people who have a disability and does not discriminate intentionally or unintentionally	Policy Safer Recruitment Training	LGC The SWAN Trust Headteacher	People who have disabilities are welcomed to apply for jobs and are able to state that they have been treated equally, regardless of outcome.	Ongoing
All Curriculum programmes, schemes of work and resources cater for the needs of pupils with disabilities to ensure achievement	All subject leaders monitor all programmes and resources to ensure they are fit for purpose. All new staff to be aware of plan through induction. Ensure teaching staff develop their knowledge of different teaching and learning styles	Training Learning Walks	Subject Leaders Headteacher Deputy Headteachers Inclusion Manager	All Curriculum programmes, schemes of work and resources cater for the needs of pupils with a disability without discrimination. Teaching staff show competence and confidence in using different teaching and learning styles.	Ongoing
All school policies actively promote the educational opportunities, welfare and inclusion of all pupils with disabilities	All policies must be "live", constantly updated and are the basis of good practice to meet changing needs, as required. All new staff to be aware of plan through induction.	All staff Parents/Carer	LGC The SWAN Trust Headteacher Inclusion Manager	All policies are constantly updated in response to changing needs. Cohesive and robust policies promote a framework of current good practice.	Ongoing
Ensure all staff and stakeholders are aware of School's policies	Plan to be available to all staff and stakeholders. Implementation of plan to be discussed at staff and governors meetings. All new staff to be aware through induction.	All staff and stakeholders	Headteacher Inclusion Manager	All staff and stakeholders are implementing plan.	Ongoing
Eliminate all discrimination and harassment of disabled pupils/stakeholders	Strict reporting and recording procedures to ensure that pupils/stakeholders with disabilities are not being bullied or harassed. New staff to be aware through induction.	Allocated time Systems in place Monitoring time	Headteacher Inclusion Manager All staff Pupil Voice Parents/carers	Incidents of discrimination and harassment are zero.	Ongoing
Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, Deaf Awareness, Autism Awareness week, Jeans for Genes and Learning Disability Week. Review PSHCE curriculum. Promote outside visits from disability groups.	Curriculum time Promotion of events External practitioners eg: Freemantles Outreach, PSS	Headteacher Inclusion Manager PSHCE Coordinator All staff	Pupils are demonstrating that they understand and have a positive attitude towards disability.	Ongoing
All pupils take responsibility for helping each other to achieve their goals	Identify good practice in school. Formulate plan to include peer support and learning partners in each class	Allocated time	All staff Pupil Voice	The school has an effective system of peer support in line with mission statement.	Ongoing
Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/notice boards/phone calls/information sessions	Allocated time Planning Information in different formats as required	Headteacher Inclusion Manager Office staff	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information.	Ongoing

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Ensure ICT is appropriate for pupils with disabilities	Audit ICT provision. Provide training for staff to ensure they are confident in supporting pupils with disabilities to access resources, including ICT	Training ICT Resources	Headteacher Inclusion Manager ICT Leader All staff	School has an ICT policy and plan to benefit all pupils with disabilities Teaching staff are competent and confident in using resources	Ongoing
All Staff and Governors undertake training	Ensure adequate opportunity to enable all staff and governors to carry out current legislation and meet action plan.	Training Governors Meetings	Headteacher Deputy Headteachers Inclusion Manager All staff LGC	Staff and governors are being trained to support the diverse needs of pupils with disabilities.	Ongoing
All staff make classrooms accessible	Ensure all classrooms are organised in accordance with pupil need. Ongoing training in disability awareness.	Allocated time Planning use of space PSS and external agencies to support	Headteacher Deputy Headteachers Inclusion Manager All staff	Effective learning environments for pupils with disabilities have been maximised through: Planning use/changing space Lesson observation Sampling lesson planning Feedback from Pupil Voice	Ongoing
Consult with pupils with disabilities and other stakeholders about improving access to school building and environment	Issues identified are considered to ensure that improved access meets the needs of pupils with disabilities. Development of the school grounds and other provision meets the needs of pupils with disabilities.	Premises budget PSS and external agencies to support	Headteacher Inclusion Manager LGC Premises Manager	Consultation feedback identifies targets for plan to make "reasonable adjustments". Prompt action is taken to remove barriers School building updated to improve access and safety	Ongoing
Meet the requirements of current legislation in relation to access	The LGC complete an annual access audit and undertake "reasonable adjustments" to improve access and space	Premises budget	LGC Headteacher Premises Manager	"Reasonable adjustments" made within agreed timescale to improve access and space.	Annually
Disabled parking and toilets	Keep under review the need for increased disabled parking. Continue audit disabled toilets.	Premises budget	LGC Headteacher Office staff Premise Manager	Parking and toilets are clear and accessible to all Signage has improved information and awareness Office checks with visitors before arrival if they have particular needs	Ongoing
Risk assessment enables pupils with disabilities to full access as far as possible.	Specialist advice sought. Training for staff in risk assessment for varied school activities to include: trips and extracurricular activities and trips and fire & emergency evacuation	Consultation and drafting of written risk assessments	Headteacher Inclusion Manager Trips Leader All staff	All staff has been trained in risk assessment including extracurricular activities and trips and fire & emergency evacuation. Emergency procedures are in place and clearly understood by all. Have sound procedures in place for fire & emergency trips evacuation of people with disabilities from premises	Ongoing