



Accessibility Plan

Swakeleys School for Girls

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Date of Next Review: Summer Term 2027

Control Sheet

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Consultation Period	
Chair of Committee signature	Damaris Daniels

Document History:			
Version	Date of review	Author	Note of revisions
1.2		Kelda Stevenson	Significant changes to content

Aims

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

- a) Increase the extent to which disabled students can participate in the curriculum
- b) Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- c) Improve the availability of accessible information to disabled students
- d) Ensure that all staff have the support they need to fulfil their role to the best of their ability

Swakeleys School for Girls aims to treat all its students and staff fairly and with respect and strives to provide outstanding, inclusive education. This includes providing access and opportunities for all students and staff without discrimination of any kind. We believe in an ethos and atmosphere of dignity and fairness, where all are free to develop themselves, knowing that differences are respected. Our students are encouraged to become independent learners taking responsibility for their actions to become good citizens.

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, Speech, Language and Communication Needs (SLCN), cognitive impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Additionally, students with SEMH (Social, Emotional and Mental Health) challenges may qualify as disabled and require adjustments. The School recognises that many disabilities are 'hidden' and therefore ensure staff are made aware of students whose disabilities may not be immediately obvious.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. Schools are required to make 'reasonable adjustments' for staff to support them in their roles.

Equality Objective

The key objectives of the Accessibility Plan are to:

- **Increase access to the curriculum** for students with a disability, expanding the curriculum as necessary to ensure that a student with a disability is, equally, prepared for life as other. 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 or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe
- **Improve access to the physical environment** of the school, adding specialist facilities as necessary – this covers 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 students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbook and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe as and when requested.

We will continue to make reasonable adjustments to our curriculum and environment

Links with other policies

The Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and Trustees on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Policy
- Educational Trips Policy
- Health & Safety Policy
- SEND Policy
- Behaviour Policy
- School Development Plan
- School Prospectus and Mission Statement

Availability of the Plan

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

Increasing Access to the Curriculum

TARGET	STRATEGY	OUTCOME	ACHIEVEMENT	TIMEFRAME
All lessons planned to allow all students access to the curriculum Broad curriculum available. All staff are fully aware of all SEN students in their classes and understand appropriate strategies.	Work is differentiated Specialist resources are made available e.g. laptop, translator, overlay Intranet Information available to all staff	Students of all abilities make appropriate levels of progress. More staff aware of SEN students and their needs.	Inclusion of students and students making progress from their starting point	Ongoing, reviewed annually

All extra-curricular activities are planned to ensure they are accessible to all students	Review out of school provision	Out of school activities are conducted with providers that comply with current legislation	Increase access to school activities	Ongoing, reviewed annually
Appropriate use of TAs in lessons	TAs to support identified students in lessons	Intervention provides access to curriculum	Increase in access to curriculum	Ongoing, reviewed annually
Classrooms are optimally arranged to promote the participation and independence of all students	Review layout and equipment to support learning	Students have ready access to a range of resources to support learning	Increase in access to curriculum	Ongoing, reviewed annually
Use a graduated approach to put support in place for all students on the SEN register and review termly. All staff are aware of the targets in individual statements of SEN	Staff, students and parents aware of specific targets made to encourage accessibility. Targets used to inform planning	Work can be appropriately levelled.	Adequate progression made.	Ongoing, reviewed termly
Reasonable adaptations & support in place before new students/staff join	Director of Inclusion works proactively with primary schools along with seeking advice from relevant professionals. For staff - HR make plans adjustments and have any equipment ready	A positive first experience, enabling all to feel valued, welcome and confident in the school environment	Inclusion	Ongoing, reviewed annually.

Continue to improve range of skills and knowledge in school to provide support to students	Audit staff's current training & knowledge level. Invest in CPD in key areas to develop staff, increase knowledge and cover any gaps in knowledge/skills.	Highly trained staff base with a diverse and comprehensive set of skills to help school succeed in accessibility objectives.	Inclusion	Ongoing, reviewed annually.
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Developing Access to the Physical Environment of the School

TARGET	STRATEGY	OUTCOME	ACHIEVEMENT	TIMEFRAME
Lift access throughout the school	Maintain lift in main building and sports hall	Working lifts to assist any staff/students/visit or with accessibility issues	Ensure access	In place. Lifts tested bi-annually and serviced quarterly.
Adequate number of accessible toilets	Service toilets on every floor and keep all accessible toilets in good working order.	Adequate accessible toilets across the building.	Improve experience and access	Ongoing, reviewed in daily/weekly site walkarounds.
Adequate disabled parking bays with dropped kerb	Keep disabled spaces clearly marked and clear for blue badge holders/those who have requested a space.	Shortest possible distance to building from car park and step free access.	Improve access	Ongoing, reviewed in daily site walkarounds
Whole staff training to allow access to school with medical needs e.g. asthma, anaphylaxis	Include essential medical training during all staff training days, delivered by qualified first aid trainer.	All staff competent in case of emergency.	Safety and Inclusion	Reviewed termly when planning training days.

PEEP plans written for any student or staff with restricted mobility	Consult with welfare, students, parents and Director of Operations to draft PEEPs for any students/staff who may need support/adjustment to safely evacuate.	Safe evacuation plans. May include: Relocation of lessons to alternative accessible areas of the school. Allowing a student to leave lessons early to move around the school easily. A buddy to support a student when moving around the school. Communication of how to access refuges and allocation of a fire marshal to collect the person from the refuge in the event of a fire drill or other emergency	Safety and inclusion	Reviewed as per individual PEEP specifications
Signage within the school is transcribed in braille	Official signs include braille transcript.	Visually impaired students can navigate the school with independence	Inclusion and improved experience	Ongoing, as signs are replaced.

Improving delivery of written information

TARGET	STRATEGY	OUTCOME	ACHIEVEMENT	TIMEFRAME
Make available school prospectus, newsletters and other information in accessible formats.	Review all current school publications and promote availability in different formats. Make available on website in downloadable form which will allow for machine	Information available for all, improved engagement and trust in the school.	Delivery of information to students and parents	Ongoing

	translation, magnifying and text to speech extensions.			
Electronic method of reporting to parents and best use of technology	Use email/text/website and letters to communicate and keep evaluating best options	Knowledgeable about best practice and ease of access to information	Introduce and expand e communication to parents	Ongoing
Explore feedback from parents about quality of school communication	Survey parents Monitor parental engagement	School is aware of opinions and acts on them. Increase parental engagement through their smartphones	Parental opinion surveyed and appropriate action taken Increased parental engagement	Ongoing, reviewed annually
Provide curriculum guides for all year groups on website	Target each year one by one to produce summary key information of curriculum highlights.	Parents know what their child is learning each term. Improved engagement.	Improve engagement and understanding ready to better progress and bring positive outcomes for students.	Ongoing
Use of video to communicate important school information to parents to supplement written information	Record monthly headteacher messages and key information from YLCs.	Visual aid for families who have difficulty reading English.	Improve engagement and diversify communication streams.	Ongoing