

# SWANSHURST VALUES



## Swanshurst School Accessibility Policy

<b>Implementation date:</b>		November 22	
<b>Last review date:</b>		October 22	
<b>Next Review date:</b>		September 25	
<b>Date</b>	<b>Version</b>	<b>Reason for change</b>	<b>Source</b>
09/11/22	V1.1	<b>Updated</b>	Mrs S Fletcher

## **Our Vision Statement**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified within the Equality Act 2010 whereby it states in section 4.28: 'Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.'

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

In accordance with section 4.29 of the Equality Act 2010, our accessibility plan aims are 3- fold:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible information to disabled pupils.

At Swanshurst School, we will all work together to provide support so that each pupil can achieve their potential and that all young people are safe and feel safe. Our school values instil the foundations that all pupils should have an equal opportunity and right to be included as a respected and equal member of the school community with the greatest possible access to a broad and balanced education alongside their peers.

This Accessibility Plan is in line with the school's SEND and Equal Opportunities policies. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three-year period; although it may be more often should issues arise. We will be supported by continuing to work closely with external parties such as the Local Education Authority Special Needs agencies and with other statutory and voluntary agencies who may audit our accessibility and offer further advice on how we can continually improve provision. This may involve relevant training as the need arises.

The Accessibility Plan will be distributed to all Governors, teaching staff and will be available to all parents/carers via our school website. Copies can be made available on request.

**Aim 1 – To increase the extent to which disabled pupils can participate in the curriculum**

Aims	Actions	Timescales and Resources	Responsibility	Monitoring
To establish and maintain close working relationships with all parents/carers	Effective communication and collaboration encouraged via pupil-centred approaches. SEND Parent Forum, Parental Workshops Open Door Policy Parent Consultation Evenings –face to face, email and telephone communication Continue to raise the profile of the Learning Support Department.	Ongoing SENDCo is trained in pupil centred approaches.	SENDCo RAA's Learning Mentors	Leadership
To establish close liaison with relevant external agencies.	To ensure effective collaboration between all key professionals that will allow for the best possible outcome in terms of provision for the pupil.	Ongoing	SENDCo Inclusion Manager External Agencies	Business manager SLT line manager for Inclusion
To ensure staff are fully aware of their professional responsibilities to meet the needs of every child in their classroom by using 'Quality First Teaching Strategies' and also have secured access to the SEND register and pupil profiles.	Reinforce responsibilities of all teachers as outlined in the Teacher's Standards & Children & Families Act, 2014.  Share 'Quality First Teaching' strategies that accesses all 4 areas of the Code of Practice (2015).  Access to resources/advice on Teams / Website	Ongoing Training resources as appropriate.  External training as appropriate.  Time	SENDCo Deputy SENDCo RAAs Pastoral Team External agency support	SLT line manager for Inclusion

	<p>SENDCo to ensure that the provision map and pupil profiles contain current and relevant information to allow teaching staff and support staff to meet the needs of our SEND students at the Universal Level providing 'Quality First Teaching' strategies.</p> <p>Offer training/training shorts as appropriate</p>			
To liaise effectively with feeder primary schools	<p>Identification of needs prior to the transition process will enable us to make the appropriate provision arrangements (anticipatory need) for the new intake.</p> <p>Attendance at reviews.</p> <p>Visits to primary schools.</p> <p>Liaison with primary school/SENCo/class teacher</p>	<p>Main input is during the first half of the Summer Term.</p> <p>Time needed for effective communication with primary schools, including visits and time to attend annual reviews.</p>	<p>SENDCo</p> <p>Deputy SENDCo</p> <p>RAA's</p> <p>Pastoral Team</p>	<p>SLT line manager for Inclusion</p>
To monitor the deployment of RAAs so they are used as effectively as possible	<p>Close monitoring of current/changing cohort needs</p>	<p>Learning walks, lesson observations.</p> <p>Class teacher feedback</p> <p>Pupil Voice</p>	<p>Learning Support Department</p>	<p>SLT line manager for inclusion</p>

		Parental Voice		
To regularly monitor attainment, progress and implement appropriate intervention/ strategies and celebrate successes.	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Continue to review and monitor use of Homework Club and other interventions.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>To ensure collaboration and sharing of information between all staff members involved in raising achievement.</p>	<p>Ongoing.</p> <p>Training opportunities where appropriate.</p>	<p>Subject teachers</p> <p>HODs</p> <p>SENDCo</p> <p>RAA's</p>	Leadership
To monitor/ research and implement appropriate curriculum changes that reflect inclusive provision for all our students.	<p>HODs/SENDCo to work with their departments on researching and selecting the most appropriate curriculum.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students with the school.</p> <p>Schemes of work will be produced by departments that provides an appropriate curriculum to</p>	Ongoing	<p>HOD's</p> <p>SENDCo</p>	Leadership

	include our SEND students, particularly in terms of differentiation.			
To review all statutory policies to ensure that they reflect inclusive practice and procedures and compliance with the Equality Act 2010.	Ensure all relevant policies are reviewed with pupils with disabilities in mind.  Use pupil voice/parental voice in the reviewing process.	Ongoing	SENDCo  SLT Inclusion Leader	Leadership, Governors
To ensure full access to the curriculum for all children.	To ensure reasonable adjustments are made that allow SEND students to participate fully in extra-curricular activities, residential, school visits.  Audit participation in extra-curricular activities and identify any barriers.	Staff training required where necessary	All Staff	Leadership, Governors
To liaise with the Governing Body.	Regular meetings throughout the year.  SEND updates to Governing Body  Collaborative approach to updating relevant policies.	Termly to Inclusion Link Governor.  Annual report to whole governing body	SENDCo, SLT line manager for Inclusion, Link governor for SEND	Leadership, Governors.

**Aim 2: To improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

<b>Aims</b>	<b>Actions</b>	<b>Timescales and Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
To evaluate the organisation of the classroom	Staff to ensure classroom organisation (e.g. seating plans/access to visual or audio) reflect needs of students.	Ongoing	Classroom teachers, RAAs.	SENDCo, Leadership.
Increase site access to meet diverse needs of pupils, staff, parents and community users.	<p>Improve/monitor signage of evacuation procedures, internet safety, fire drill etc.</p> <p>Review personal evacuation plans.</p> <p>Ensure disabled parking bays are available for users.</p>	Ongoing	Business manager / Site manager	Business manager Leadership

**Aim 3. To improve the availability of accessible information to disabled pupils.**

<b>Aims</b>	<b>Actions</b>	<b>Timescales and Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
To enable improved access to SEND information for pupils, parents and visitors.	<p>Investigate websites for other schools e.g. use of videos to convey information.</p> <p>Invitations to parents/carers to raise awareness of a disability</p>	Ongoing	SENDCo to lead a collaborative approach	Leadership
To access newsletters and information	Research the need for information to be available in alternative formats so being accessible to all.	Ongoing	Business Manager SENDCo	Leadership

	<p>Review accessibility of newsletter and letters for parents.</p> <p>Information available in alternative formats as appropriate eg Large print and audio formats etc as required</p>			
To promote positive attitudes to disability	Regular opportunities to highlight events and celebrate achievements.	Ongoing	SENDCo leading a collaborative approach	Leadership and Governors
To ensure a pupil-centred approach is adopted which actively involves our SEND pupils and their parent/carers re what useful information is shared with staff.	<p>Pupil profiles regularly updated using latest data and views of the pupil and their parents/carers.</p> <p>All Annual reviews are person centred</p> <p>SENDCo is trained to be an official facilitator of pupil centred practice.</p>	Ongoing	Pupil, parent/carer, RAAs, SENDCo	Line manager for Inclusion