

# Swanage Primary School

## Accessibility Plan



**Date agreed:** Sept 25

**Review date:** Sept 28

**Developed by:** Adam Burt

**Approved by:** LGB

### 1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan.

### 2. School context

- Swanage Primary School is an average sized primary school situated in a Victorian building on the side of a Hill in a residential area of the coastal town of Swanage. The school is popular and has been part of the Swanage community for over 100 years. In Aut '13, Swanage First School converted to a primary

school, due to the Purbeck re-organisation, along with 3 local schools – all of a similar size. The school is one form entry with 7 classes in total. It is situated in an urban, coastal setting. We have a ‘rising roll’ (now 206 – out of 210 places)– we were oversubscribed in EY for Sept 21, 22 and 23 and a limited number of spaces only are now available around the school.

- The majority of pupils are of White British heritage and come from mixed socio-economic backgrounds.
- The number of pupils with additional learning needs and/or disabilities is in line with the national average whilst the number of pupils entitled to receive the pupil premium is below the national average.
- However, the number of children in receipt of (or are waiting for) an EHCP is in the top quartile when compared to other schools.
- The school works in close collaboration with other schools locally in a variety of different ways.
- ‘Good’ Ofsted inspection – Nov 2019

### **3. Vision and aims**

Our aim is for everyone at Swanage Primary School to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

### **4. Objectives**

At Swanage Primary school, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a ‘can do’ attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

### **5. Other policies**

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEND Information Report

- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

## **6. Pupil data**

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the 2021-22 academic year, 1% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

- \*Hypermobility
- \*Site issues
- \*Mobility concerns

## **7. Audit**

To help us develop our Accessibility Plan, we undertook an environmental audit of Swanage Primary school. This told us that:

- The school was generally in good order. Some issues were found around:
  - \*We have some issues around storage
  - \*Carpets beginning to curl up in some areas
  - \*Some areas are cluttered
  - \* The steps in the outdoor area on the Eastern side are deteriorating
  - \*The outdoor classroom requires a handrail
  - \*An additional handrail is required on the rear steps into school

## **8. Consultation**

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SEND support staff
- other staff at the school, including the leadership team
- our governing body
- relevant specialist services.

These consultations told us that:

They agreed with the findings from our audit.

## **9. Sources of advice and information**

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy. We have also had visits from Dorset Councils Health and Safety team as well as their Fire Safety team.

## **10. Implementation and monitoring**

Our Accessibility Plan shows how we will continue to improve accessibility at Swanage Primary school for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with Dorset Council in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through regular H and S Governor visits to review the site, this will then be discussed at all F and P Committee meetings.

The Swanage Primary school complaints procedure covers the Accessibility Plan.

## 11. Accessibility Action Plan

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset  SENDCo always involved with individual needs, external advice sought and followed, CPD in place where needed	HT	Ongoing year to year	Tbc	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum  Give monitoring details Increased access to an appropriate curriculum for all pupils	Ongoing
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation and accessibility for all  Risk assess, engage with other agencies to gain advice where needed	HT	Termly audit required if any new providers are recruited	Tbc	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements  All children can access all school activities such as trips out, residential visits, extended schools activities and sporting events	Ongoing

## Increasing access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms Referrals sought if staff unsure of underlying needs	Class teachers	Needs led and SENDCO seeks advice and implements adjustments with staff when needed	Tbc	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils More time available for pupils to participate effectively in curriculum activities	Ongoing
Training for Governors in terms of Raising Awareness of Disability Issues	Governors, particularly SEND Governor, is trained or has access to information that enables SEND pupils access	Clerk to Governors	Annual when arises	Training costs	Whole school community aware of issues relating to Access Society will benefit by a more inclusive school and social environment	Ongoing
To deploy Teaching Assistants effectively to support pupils' participation	IEPs in place and reviewed termly for those specific needs that would need specialist provision to have full access  1:1 support put in place if needed  Review needs of pupils within each class and staff accordingly  Ensure staff skills are matched to pupil needs	SENDCO HT	As needs arise	TA costs	Pupils needs are appropriately met through effective deployment of skilled support staff, effective referrals and successful EHCP applications All pupils are supported to achieve their full potential	Immediately when required

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
	The tiered SEND approach reviews whole needs, and those needing referral for EHCP or specialist provision					

Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
<p><b>Approach to school</b> Sloped access, school crossing patrols start and end of day</p>	Ensure this is up to date linking to Travel Plan for school	Site staff HT Dorset Council	Ongoing	School crossing patrol costs  Repair costs	The approach to school is safe and accessible for all who visit/attend the school.	
<p><b>Outside areas</b> Pedestrian access (sloped, railings in place, pedestrians not walking through car park)  Car parking has clear access – no accessible bay marked  Fencing around playground safe.  Inappropriate steps closed off</p>	<p>Assign an accessible Parking Bay</p> <p>Consider providing tactile paving at key areas</p> <p>Office staff contact electrical team when reports of inadequate lighting occurs</p>	Site staff HT Dorset Council	<p>Spring 24</p> <p>Add to Governors agenda Premises and discuss</p>	Depends on need – repair costs	The outside area is safe and accessible for all who visit/attend the school.	

## Improving the physical environment

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
<p>Drain covers are not a trip hazard</p> <p>External lighting: Lighting to Car Park is operational, adequate, and considers pollution</p> <p>Delivery Vehicles / kitchen area enter through foyer</p>						
<p><b>All areas</b></p> <p>Signage clear and as expected</p> <p>Exit points, well managed, clear and contrasting colours of door furniture to aid visibility</p> <p>Doors wide to allow wheelchair access</p> <p>Visibility panels in all doors where required</p> <p>Classroom furniture layouts increase access where needed</p>	<ul style="list-style-type: none"> <li>◦ Consider locating colour and tactile signs</li> <li>◦ Replace and upgrade on rolling programme, where identified</li> <li>◦ Assess annually depending upon classroom use</li> <li>◦ Staff to be aware of mobility and H&amp;S issues</li> <li>◦ Outside areas</li> </ul>	<p>Site staff HT Dorset Council</p>	<p>Ongoing</p>	<p>Depends on need – repair costs</p>	<p>The school is safe and accessible for all who visit/attend the school.</p>	

## Improving the physical environment

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
<p>Ensure shelves, resources in classrooms, library are accessible to all</p> <p>Adequate lighting in all areas</p> <p>Ensure that the curriculum and resources include examples of people with disabilities</p>						
<p><b>Main Entrance</b></p> <p>Main entrance and foyer Internal security doors to allow wheelchair access</p> <p>Counter is open and accessible audibility is good</p> <p>Foyer is small and when 2 people are inside access for a wheelchair becomes restricted</p>	<p>Consider moving external door toward road to create more space for wheelchair access and enabling simultaneous use of area by others</p> <p>Consider canopy over main entrance</p>	<p>Site staff HT Dorset Council</p>	<p>Budget restrictions: review summer 2024</p>	<p>High cost – labour and materials</p>	<p>The main entrance to school is accessible for all who visit/attend the school.</p>	
<p><b>Corridors to Main Block</b></p> <p>Trip hazards checked for daily with all staff</p> <p>H&amp;S walks HT regular</p>	<p>Continue to identify appropriate storage for equipment and ensure that items are not left indiscriminately</p>	<p>Site staff HT Class based staff H and S Gov</p>	<p>Weekly checks, annual H&amp;S walk with Governor</p>	<p>Depends on need – repair costs</p>	<p>The school is safe and accessible for all who visit/attend the school.</p>	

### Improving the physical environment

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
H&S Governor audit and log maintained  Observe fire exit routes Increase signage and aids for visual and hearing impaired	Ensure no obstacles around signed emergency routes					
<b>Main Block</b> WCs in upper and lower block have a disability large access toilet  Acoustic boards are in place in required rooms	Clear areas from obstacles and inappropriate storage  Check where improved acoustics are required	Site staff HT Dorset Council	Budget restrictions: review summer 2024	Potential high cost – labour and materials	The main block has usable toilets for all who visit/attend the school.  Acoustic boards in place, where required.	

### Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
Availability of written material in alternative formats	The school will make itself aware of the services available through Dorset Council for converting written information into alternative formats.	Office staff HT	Ongoing	Limited	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative	

## Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
					communication technology, contrasting colours. Delivery of information to disabled pupils and parents improved	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	Office staff HT	Ongoing		All school information available for all through hard copy and website Delivery of school information to parents/carers and the local community improved	
Review documentation with a view of ensuring accessibility for pupil with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	SENDCO Class teacher 1:1 TA	Ongoing		Delivery of school information to pupils & parents with visual difficulties improved.	
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by SALT  On-going Performance Management arrangements  Training on range of issues such as functional use of language, Communicating in Print, managing SALT plans Other training as required	SENDCO HT	Ongoing		Awareness of target group raised School is more effective in meeting the needs of pupils.	