Accessibility Plan

Swaffham Meadows Primary School

Plan Holder:	D. James - Headteacher
Date of Issue:	1st September 2026
Review Period:	Three Years Or earlier in the event of a significant event or material change.
Target Review Date:	September 2029
Legislation or regulation:	Equality Act 2010: Schedule 10, Paragraph 3 Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

Signature D. James Date: 21.09.2026

D. James, Headteacher

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SECTION 1: SAPIENTIA EDUCATION TRUST (SET) STATEMENT OF INTENT

1.1 **The Equality Act 2010** replaced all existing equality legislation, including the Disability Discrimination Act. The Act requires schools to produce an Accessibility Plan that identifies the action they intend to take over a three year period to increase access for those with a disability in three key areas. This plan will be published and evaluated periodically. The three key areas are:

Increasing the extent to which disabled pupils can participate in the school curriculum

SET are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability, and to developing a culture of inclusion, support and awareness within the schools. Our schools will also make reasonable adjustments for individual pupils who need extra provision to that which is already in place, to make sure that all pupils are involved in every aspect of school life and that all barriers to learning are removed. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services Each school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This includes improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

SET are committed to improving the delivery of written information to pupils, staff, parents, carers and visitors. Examples might include hand-outs, timetables, textbooks and information about an school's events. Such information will be made available in various preferred formats within a reasonable timeframe.

SECTION 2: SCOPE

2.1 This is a Statutory Document for Swaffham Meadows Primary School. As such, it provides the policy to be followed at the school.

SECTION 3: LEGAL REQUIREMENTS

3.1 The Accessibility Plan is required by the Department for Education (DfE) as detailed in the following document; Statutory policies for schools and academy trusts - GOV.UK (www.gov.uk).

SECTION 4: POLICY

4.1 Equality Act 2010

4.1.1 The Act makes it unlawful for the responsible body of a school to discriminate against, harass, or victimise a pupil or potential pupil in:

- Relation to admissions;
- The way it provides education for its pupils;
- The way it provides pupils access to any benefit, facility or service;
- Excluding a pupil or subjecting them to any other detriment.

4.1.2 The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

4.2 Implementation of the Plan

4.2.1 When performing their duties all staff will have regard to the SEND Code of Practice (2015) and Equality Act (2010).

4.2.2 Compliance with the requirements of the Equality Act (2010) is central to all school policies.

4.2.3 Every pupil has an entitlement to the best education they can receive regardless of any disability they might have.

4.2.4 Any pupil attending Swaffham Meadows Primary School will have access to all available opportunities including extra-curricular activities, events and school trips.

4.2.5 The school provides all pupils with a broad and balanced curriculum in order to meet individual learning requirements.

4.2.6 The school recognises, and values, parents' and carers' understanding of their child's disability and will work closely with them in order to ensure the child can have access to the maximum opportunities within the school.

4.2.7 The school recognises parents, carers and the child's right to confidentiality.

4.3 Access To The Physical Environment

	Targets	Strategies	Timescale	Responsibility	Outcomes
1.	The school is aware of the access needs of disabled children, staff and parent/carers	a) Each pupil that is physically disabled has a (PEEP) Personal Emergency Evacuation Plan that is updated yearly or if a change occurs in their condition/disability.	Annually	SENCO and/HSO	All PEEPs in place for disabled pupils and all staff aware of all pupils' access needs
		(b) Undertake physical accessibility audit / survey of the premises to ascertain access needs.	Every 3 Years (Or earlier as required)	Trust Health and Safety	Ensure the access needs of all pupils and adults regularly on site are met
		(c) Amend any existing questionnaires (pupil, parent/carer or staff) to ascertain access needs and to identify whether these needs are being met.	Ongoing	Headteacher/SENCO	All stakeholders able to access fully all school activities.
2.	All school staff are trained on access issues	(a) Provide up to date information and training on disability equality for all staff.	Annually	HR Department/ SENCO	Raised confidence of staff and governors in commitment to meet access needs.
		(b) All contractors doing repairs and maintenance to work to SET Health and Safety and access standards.	Ongoing	SET Estates Manager/Health and Safety Officer	Ongoing improvements in access to areas of the site identified in the Accessibility audit.
3.	(a) Investigate storage space shortfall	a) Ensure that all pupils' bags are stored so that the floor area is kept clear.	2026	Headteacher	Access whilst repairs and maintenance work is taking place to ensure corridors and public areas are kept free of tripping hazards.
4.	Improve signage, visibility for visually impaired people and specific requirements for those with hearing impairments	(a) Replace external light bulbs immediately when blown.	Ongoing	Caretaker/SET Estates	Visually impaired people feel safe in the grounds.
		(b) Ensure signage is clear, appropriately situated for wheelchair users and legible for those with visual and hearing impairments	Ongoing 2026	Headteacher/Caretaker/ SET Estates	Access around the site easier for all

		(c) Investigate need for Induction Loops in public access areas such as reception, library and classrooms			
5.	Ensure that all disabled pupils can be safely evacuated	(a) Put in place Personal Emergency Evacuation Plans for all disabled pupils. (b) Review evacuation Procedures to ensure all staff are aware of their responsibilities (c) Undertake remedial works highlighted in the Accessibility audit	Annually Annually 2026	SENCO and HSO Headteacher Caretaker/SET Estates	All disabled pupils and staff working with them are safe and confident in event of fire (or other situations where evacuation is deemed necessary). All disabled pupils and support staff can safely evacuate, or provisions are in place for refuge points within buildings
6.	Provide wheelchair access to all classrooms	(a) Investigate (and purchase) effective entrance methods for wheelchairs. (b) Consider classroom organisation to ensure all disabled pupils can have access to all facilities.	2026 Annually	Headteacher/SET Estates Headteacher/Caretaker	That appropriate access is available to wheelchair users. That classroom organisation ensures mobility for wheelchair users.
7.	Ensure all Fire Escape routes are suitable for all pupils	Request advice from the Trust H&S on accessibility of exit routes and fire doors, particularly for wheelchairs PEEPS stipulate who is responsible for the evacuation of disabled pupil from each classroom	Ongoing	HSO	All staff, pupils and visitors (including disabled) able to have safe independent escape in emergency situations. Ensure all school staff are aware of their responsibilities.
8.	Ensure that (a) the edges of all steps in the school are visible (b) Columns on pedestrian routes and glass doors have suitable markings to warn partially sighted people (c) Glass doors have manifestations on them to warn partially sighted people	Paint and maintain the paint on edges of each step. Mark columns with a band of contrasting colour and luminance Affix contrasting manifestations to the doors	2026 2026 2026	Caretaker/SET Estates Caretaker/SET Estates Caretaker/SET Estates	All steps are visible to all members of the school Partially sighted persons can move around the site without risk of collision As above
9.	Check all paving around the school site is level	Re-lay paving slabs / paths where necessary.	Ongoing	Caretaker/SET Estates/HSO	To ensure visually impaired pupils

					can move around site without fear of tripping
10.	To ensure all ramps are up to current specifications	Check against criteria in Audit plan	Annually	SET Estates/HSO	To make access to every building accessible to all.
11.	To ensure Building Regulations (Part M) are applied throughout the school site	Investigate all areas of the site against current Building Regulations.	Annually	SET Estates Manager	To ensure all areas of the school fulfil Building Regulations (Part M)

4.4 Access To The Curriculum

	Targets	**Strategies**	**Timescale**	**Responsibility**	**Outcomes**
1.	Ensure all those providing pupil mentoring have continued specific training on appropriate disability issues	a) Use staff audit to identify Learning Assistant needs relating to disability issues. (b) Arrange appropriate training for Pupil Support Mentors.	Annually	Headteacher/SENCO	Raised level of awareness of pupils with disability ensuring curriculum suits pupils' requirements.
2.	Ensure all staff are aware of disabled pupils' curriculum access	(a) All disabled pupils have a PEEP (to be reviewed annually). (b) Training for all staff on specific curriculum requirements for disabled pupils.	Annually	SENCO/HSO SENCO	All staff aware of individual pupil's access needs. All staff informed of requirement on a regular basis.
3.	Increase confidence of teaching (and support) staff in differentiating the curriculum	(a) Training on differentiation to be given to all staff. (b) Audit staff training needs on curriculum access	2026	SENCO/Teaching Support/TA	Raised confidence of staff in use of differentiated techniques, enabling increased pupil participation.
4.	Ensure all staff are aware of and able to use relevant software and resources	a) Audit SENCO resources and analyse for relevance (b) Run training sessions of use of relevant software.	Ongoing	SENCO	Wider use of SENCO resources in mainstream classes and throughout the school.
5.	Enable disabled pupils to have full access to extra-curricular activities and school trips	(a) Discussion with lead staff of extra-curricular activities and trips. (b) Identify potential area of difficulties.	Ongoing	SENCO	All Pupils in school able to access all activities, receiving full educational entitlement.

		(c) Co-ordination with parents and carers. (d) Organise additional activities for disabled pupils. (e) Develop guidance for staff on making trips and activities fully accessible.			
6.	Review all curriculum areas to include disability issues	(a) Include specific reference to disability equality in all curriculum reviews. (b) Make all staff aware of disability equality through staff training.	Ongoing	Headteacher/ SENCO	
7.	Review PE curriculum to ensure disabled pupils continue to have access to physical education.	Ensure there is SEND PE provision within the school	Ongoing	Headteacher/SENCO	All pupils able to access physical activities.

4.6 Parental Guidance

4.6.1 Schools must not discriminate against disabled pupils for a reason relating to their disability. They should promote the inclusion of disabled pupils in their admission arrangements and in all aspects of school life.

Accessibility Plans and 'Reasonable Adjustments'

Schools will vary widely in how accessible they are to individual disabled pupils. Parents and carers should check what improvements have been made and what is being planned when considering which school they would like their child to attend.

Every school must have an Accessibility Plan which shows how they intend to improve accessibility for disabled pupils. The plan must be published, and you can ask to see it. It will outline how the school will:

• Improve the physical environment;

• Make improvements in the provision of information;

• Increase access to the curriculum.

Schools can also increase access for individual pupils by making 'reasonable adjustments'. These can be simple changes for instance, making sure lessons are on the ground floor if one of the pupils uses a wheelchair and the school does not have a lift.

You should always talk to a school to discuss what it can reasonably do to include your child.

Improvements to the Physical Environment

Changes to the physical environment that a school could make to increase access might include:

• Lighting and paint schemes to help visually impaired children;

• Lifts and ramps to help physically impaired children;

• Additional accessible WC facilities;

• Tactile markings at crossing points and at staircases to assist those with visual impairments;

• Carpeting and acoustic tiling of classrooms to help hearing impaired pupils.

Improving the Way Information is Delivered to Disabled Pupils

Information that is normally provided in writing (such as handouts, timetables

and textbooks) can be made more accessible by providing it:

• in Braille

• in large print

• on audiotape

• using a symbol system

Increased Access to the Curriculum

Adjustments that would help disabled pupils have better access to the curriculum might include:

• changes to teaching and learning arrangements;

• classroom organisation;

• timetabling;

• support from other pupils.

Assistive Technology

Technology suited to your child's needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:

• touch-screen computers, joysticks and tracker balls;

• easy-to-use keyboards;

• adjustable tables;

• interactive whiteboards;

• text-to-speech software

• Braille-translation software;

• Induction loop technology;

• software that connects words with pictures or symbols.

Some schools may already have this kind of technology available or may be planning to get it. Arrangements for distributing resources and funding for equipment vary throughout the UK. If your child has an Education, Health and Care Plan (EHCP), the support outlined in this document must be provided. This may include special equipment.

School Transport

The same basic rules apply to all children. But Local Education Authorities (LEAs) can make a decision to provide transport on a case by case basis for a disabled child. Your LEA will assess your child's needs when making a decision, taking into account your child's health and/or disability and their age. If your child is offered school transport, the vehicle should have the relevant equipment to suit your child's needs - for example ramps or lifts.

Most local councils also provide escorts on school transport if needed.

You may be able to get help with your own costs for taking your child to school. Your LEA will be able to tell you if this is possible.

Norfolk LEA Entitlement to school transport Suffolk LEA SEN transport support

If Your Child Cannot Attend School for Medical Reasons

If your child cannot attend school because of health problems, your LEA is responsible to help them to continue their education. This could be achieved through home schooling, for example.

SECTION 5: EQUAL OPPORTUNITIES STATEMENT

5.1 This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.

5.2 There may be potential impact in respect of pupils who may share one or more of any of the nine protected characteristics. This policy is specifically written with the aim to ensure that all necessary sensitivities in the provision of sex and relationships education and parental/carer choice for 'opting out' are clarified and applied consistently.

In addition, each individual school within the Trust, will have published their own Accessibility Plan which stipulates the expectations for access to the curriculum for pupils who have a defined disability.

5.3 Each school in the Trust is required to display their Equalities Statement on their website.