

# 2019-2022 Smarden School Accessibility Plan

	Year 1 Actions 2019	Impact	Deadline	Lead Officer	Indicator of achievement	Year 2 and 3 Actions
Aims:	a) increasing the extent to which disabled pupils can participate in the school curriculum; b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.					
<b>ACCESSIBILITY TO LEARNING (see also Equality Objectives)</b> <b>a) increasing the extent to which disabled pupils can participate in the school curriculum;</b>						
	Continue to ensure equality of access for all pupils and prepare them for life in a diverse society.	Smarden School is a fully inclusive educational environment in which the celebration of diversity features significantly.	Ongoing. Reviewed annually.	Inclusion Manager	Pupils feel included in all activities and play an active part in school life. Differences are celebrated.	Efforts to consolidate the fundamental skills appropriated in year 1.
	Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.	All pupils are making good progress from their starting points. Progress of vulnerable groups is equal to the rest of the pupils.	Ongoing. Review annually.	Inclusion Manager	All pupils make good progress.	Maintain support for individuals and groups of pupils through the use of contextual data, enhancing previous improvements regarding said support network.
	Monitor achievement data by ethnicity, gender and disability and action any gaps.	All ethnic groups, those with disabilities and both girls and boys make similar progress.	Ongoing. Reviewed annually.	Inclusion Manager	Progress data shows equality by ethnicity, gender and children with SEN.	Continue to close the gap for vulnerable children.

	Take account of the achievement of all pupils when planning for future learning and setting challenging targets	All pupils make good progress and are challenged by their targets.	Ongoing. Reviewed annually.	Inclusion Manager. Class teachers.	Teachers have high expectations for all pupils.	Continue to raise standards of education for all vulnerable groups.
	Continue to identify staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc.	Staff feel empowered to teach all vulnerable children. Pupils make good progress.	Ongoing. Reviewed annually.	Inclusion Manager. Deputy Headteacher.	Pupil voice surveys Data on pupil achievement and progress.	Consider achieving quality mark for dyslexia or autistic friendly school.
	Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.	Pupil voice is central to school life and informs policy and practice.	Ongoing. Reviewed annually.	Inclusion Manager Governors Headteacher	Pupil voice is central to planning and intervention for all pupils.	Pupil voice continues to be strengthened.
	Action is taken to ensure that disabled members of the school community are seen in a positive light. This will be achieved through promoting disability and providing positive role models of adults with disabilities to encourage success and achievement.	Disability and difference is valued throughout the school. Disabled visitors have been invited into the school to talk to the children.	Ongoing. Reviewed annually.	Inclusion manager. Sports Lead. Literacy Team.	Pupils know more about different disabilities and show greater understanding and tolerance.	To be continued.
	Continue to seek to involve all parents in supporting their child's education.	All parents see themselves as partners in their	Ongoing. Reviewed annually.	Inclusion manager Governors SLT	All parents work in partnership with the school to bring	Continue to engage traveller parents to improve

		child's education and support children's learning.		Parents PTA	better outcomes for pupils. This includes traveller parents.	attendance and future aspiration.
	Enhance the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.	The school achieves accreditation as a 'Dyslexic Friendly School'.	July 2023	Inclusion manager SLT Teachers and Teaching Assistants.	Swarden School achieves accreditation from British Dyslexia Association.	Share good practice with other schools and ensure that training and expertise is retained and renewed.
	Consider how liaison, increased communication and relationships with external agencies support and enhance pupils' access to the curriculum and how this is monitored.	Advice and support from external agencies supports pupils well to make progress.	Ongoing. Review annually.	Inclusion Manager	External agencies support pupils at Swarden effectively.	Continue to target improvements.
	Consider how classroom/group organisation has been targeted to ensure that all pupils achieve increased levels of school success.	All pupils make good progress.	Ongoing. Review annually.	Teachers Inclusion manager to advise and monitor.	All pupils thrive because the environment is suited to their needs.	Continue to strive for inclusion and excellence for all.
	Use specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, to enhance attendance and participation.	The attendance of vulnerable groups improves. All pupils participate in a range of activities.	Ongoing. Review annually.	Teachers Teaching assistants Club leaders Governors	Attendance for all groups is high. All pupils from vulnerable groups participate in a range of school clubs and extra curricula activities.	Continue to diversify opportunities for all.

	Continue to increase participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges or travellers.	All pupils are able to enjoy a wide range of activities and opportunities.	Ongoing and reviewed annually.	Inclusion Manager Club leaders Teachers Teaching assistants.	All children participate in a range of clubs and activities.	Continue to diversify opportunities for all.
	Identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.	Personalised learning ensures that all pupils make progress from their starting points.	Ongoing and reviewed annually.	Inclusion Manager Teachers SLT Governors	All pupils make progress from their starting points.	Continue to develop assisted technology to ensure that pupils are supported.
<b>THE PHYSICAL ENVIRONMENT</b>						
<b>b) improving the environment of the school to increase the extent to which disabled staff, parents, visitors and pupils can take advantage of education and associated services;</b>						
	Ensure that all building maintenance and new projects comply with the DDA.	More areas of the school comply with the DDA.	Ongoing and reviewed annually.	School Business Manager.	The school develops more areas that are accessible to all pupils including those in wheelchairs.	Ensure that staff areas are accessible by all staff and meet their mental and physical needs.
	Continue to expand the areas of the school that are accessible for disabled pupils.	More areas of the school comply with the DDA. Front and entrances are not currently wheelchair friendly, making it difficult for	Ongoing and reviewed annually.	School Business Manager.	The school develops more areas that are accessible to all pupils including those in wheelchairs.	Consider old parts of building and potential new classroom in upper levels.

		wheelchair users to safely navigate into school.				
	Upgrade classrooms to ensure lighting and colour schemes compliant.	Some areas of the school need repainting. Displays need to be soft colour schemes to avoid over-sensitising children, especially those on the ASC spectrum.	Ongoing and reviewed annually.	School Business Manager.	Environment for learning continues to be improved.	Consider whether lighting on IWB and other displays meets the requirements of the BDA accreditation.
	Gather and record information relating to disabled people (pupils, parents, staff and carers.)	Staff are aware of potential visitors or other stakeholders who may require adaptations	To be completed annually or collected by office upon entry to school in Reception.	School office Manager	All stakeholders have equal access to the school buildings and are included in events.	Form working party with a range of interested stakeholders to complete next review.
	Seek parent feedback from surveys on the accessibility of the school to parents and visitors.	Greater knowledge of accessibility difficulties and improvements needed.	Annually	Governors	Improved communication on accessibility.	Use to inform future planning.
	Review how quickly all pupils can evacuate the building safely in an emergency, including disabled visitors.	Fire escape plan to be reviewed and updated considering any disability as required and at least annually.	Annually	Fire wardens SLT	All stakeholders are safe at Smarden.	Fine tune fire evacuation plan to account for disabled visitors if necessary.
	Audit of accessibility of school buildings and grounds by Governors and WP. Suggest actions and	Improved accessibility planning.	To be completed by June 2022.	School Business Manager Inclusion Manager Governor	Improved accessibility planning	Repeat every 3 years.

	implement as budget allows.			Parent Staff working party		
<b>ACCESS TO INFORMATION</b>						
c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.						
	Ensure equal access to information for parents, regardless of disability or internet access. Monitor written information from school (including reports) to ensure accessibility to a wide range of diverse needs and abilities including traveller community.	All parents feel equally informed and included.	July 2022	Inclusion Manager Office Manager Business manager	Parent surveys	Consider literacy and numeracy teaching sessions for parents.
	Consider how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.	All parents feel equally informed and included.	July 2022	Inclusion Manager Office Manager Business manager	Parent surveys	Consider reports to be translated or using interpreters at parents' evening if necessary. Continue to promote British values and celebrate diversity e.g. through language events.
<b>GENERAL</b>						
	To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Improved Accessibility planning.	July 2022	Governors Inclusion Manager	FGB meeting minutes	Working party to be set up as above.

	Clerk to Governors to add to list for FGB meetings					
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