# Swanbourne House
# Accessibility Plan 2025 - 2028

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| **Name:** | Accessibility Plan 2025 - 2028 |
| **Applies to:** | Whole School including EYFS |
| **Reference no:** | Policy 16 |

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| **Contributors:** | Head of Lower School, Director of Operations |
| **Owner:** | Deputy Head Academic |
| **Approved by:** | Head |

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| **Date reviewed:** | September 2025 |
| **Date approved:** | September 2025 |
| **Next review:** | September 2026 |

## Introduction

The Swanbourne House Accessibility Plan has been produced in line with paragraph 3 of Schedule 10 to the Equality Act 2010. Our plan includes intentions for improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education, benefits, facilities and services provided or offered by the school. The plans also covers participation in curriculum by, and delivery of information to, disabled pupils.

The plan complements the school's Special Educational Needs and Disabilities (SEND) Policy, Equal Opportunities Policy, and Health and Safety Policy, and forms part of our commitment to removing barriers to learning and participation.

## Aims

Our aims are to:
- Identify and remove barriers to accessibility wherever reasonable.
- Increase the participation of pupils with disabilities in the life of the school.
- Develop staff awareness and confidence in supporting pupils with additional needs.
- Ensure that information is accessible to all pupils and parents.
- Monitor and review progress towards greater accessibility.

Objectives will be set over a three-year period and reviewed annually.

**<u>Current Position</u>**

**Access to the Curriculum**
- Differentiated curriculum planning across departments
- Staff regularly trained in SEND and reasonable adjustments
- Individual Education Plans (IEPs) and In Class Support Documents (ICSD) in place
- Assistive technology available (laptops)
- Exam access arrangements carefully planned and delivered
- Laptop use below Year 7 when appropriate
- Laptop club to assist those using laptops as part of a SEND

**Access to the Physical Environment**
- Ramps to main entrances or additional entrances to allow access
- Accessible toilet facilities
- Car park includes a designated disabled space
- Some upper classrooms only accessible via stairs

**Access to Information**
- Website compliant with accessibility standards (WCAG 2.1 AA)
- Alternative formats available on request
- Newsletters emailed in accessible PDF format
- Large print and visual timetables used if required

**Action Plan 2025–2028**

| Curriculum | | | | |
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| **Target** | **Strategy/Action** | **Responsibility** | **Timescale** | **Success Criteria/Review** |
| Teaching & Learning | Strengthen inclusive classroom practice through ongoing CPD. | Deputy Head Academic | Annual | Staff training records and lesson observations |
| Assistive technology | Review, maintain and extend assistive technology provision | SENDCo | Short–Medium term | Increased independent use of technology by pupils |
| Assessment & exams | Ensure appropriate access arrangements are in place and reviewed | SENDCo | Annual | Access arrangements reviewed and implemented |
| Intervention & support | Review and adapt targeted interventions to meet pupil need | SENDCo | Ongoing | Pupil progress and intervention reviews |
| Enrichment & trips | Ensure educational visits and activities are accessible | Heads of Faculty | Ongoing | Full participation where appropriate |
| Integration of ICT into the curriculum | Increase the use of ICT in lesson planning | Deputy Head Academic | Sept 26 & Ongoing | Increased proficiency using ICT |
| Increase the use of SEND information in planning and delivery of lessons | Review the ICSD as a working document for teachers | Deputy Head Academic & SENDCo | Sept 26 | All staff using SEND information in their lessons and planning |
| Better use of TAs as SEND support | TAs to have a dotted reporting line into the SENDCo and undergo regular and specific training in SEND | SENDCo | Sept 25 & Ongoing | TAs time in the classroom being used to support pupils on the SEND register |
| EAL Provision | Ensure that SEND teachers have a level of specific knowledge/training for helping with EAL | Deputy Head Academic & SENDCo | Sept 25 & Ongoing | TEFL courses undertaken by SEND colleagues |
| Physical Environment | | | | |
| **Target** | **Strategy/Action** | **Responsibility** | **Timescale** | **Success Criteria/Review** |
| EYFS & Lower School buildings | Maintain and improve level access through threshold management and ramp provision during refurbishments | Director of Operations | Short–Medium term | Threshold improvements incorporated into refurbishment projects |
| Historic listed teaching buildings | Enable reasonable access through ground-floor room allocation and alternative | SLT / Estates | Ongoing | Timetabling and room use adjusted to meet need |

| | arrangements where structural change is not possible | | | |
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| Modern teaching buildings | Ensure accessible ground-floor teaching spaces are prioritised for pupils and visitors with mobility needs | Deputy Head Academic | Ongoing | Accessible rooms consistently allocated |
| Specialist facilities | Review access arrangements and plan improvements as part of capital development planning | Director of Operations | Medium–Long term | Accessibility considerations included in project plans |
| Large communal spaces | Facilitate access for events through managed entry routes and temporary access solutions | Director of Operations | Ongoing | Events delivered with agreed access arrangements |
| Improved external surfaces | Driveway in the planning prioritisation matrix | Director of Operations | Medium–Long term | New driveway and markings |
| External routes & circulation | Improve lighting, surfacing and route clarity to support safe movement around site | Director of Operations | Short–Medium term | Reduction in slips, trips and near-miss incidents |
| Disabled parking | Review and adjust location of disabled parking to ensure level access routes | Estates Manager | Short term | Parking provision aligned to accessible routes |
| **Information** | | | | |
| **Target** | **Strategy/Action** | **Responsibility** | **Timescale** | **Success Criteria/Review** |
| Written information | Provide information in alternative formats on request | Office Manager / SENDCo | Ongoing | Requests met promptly |
| Digital content | Review accessibility of website and digital platforms | Communications Lead | Short term | Improved accessibility compliance |
| Parent communication | Ensure clarity of communication regarding support and provision | SLT / SENDCo | Ongoing | Positive parent feedback |
| Events & meetings | Plan meetings and events with accessibility in mind | SLT | Ongoing | Attendance and engagement data |