



Swanbourne House Accessibility Plan 2026 - 2029

Name:	Accessibility Plan 2026 - 2029
Applies to:	Whole School including EYFS
Reference no:	Policy 16
Contributors:	Head of Lower School, Director of Operations
Owner:	Deputy Head Academic
Approved by:	Head
Date reviewed:	September 2026
Date approved:	September 2026
Next review:	September 2027

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 plan 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) and EAL Policy, EIDB 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.

Current Position

Access to the Curriculum

- Differentiated curriculum planning across departments
- Staff regularly trained in SEND and reasonable adjustments
- Individual support documentation is in place for pupils as appropriate, including Pupil Passports and In-Class Support Documents (ICSDs).
- Assistive technology available (laptops)
- Exam access arrangements carefully planned and delivered
- Laptop use below Year 7 when appropriate
- Laptop support is available for pupils who use laptops as part of their SEND provision

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 2026–2029

Curriculum				
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 Sept 2026: Inclusive practice and adaptive teaching have continued to form part of T&L monitoring and professional discussion. The Faculty Review and Reflection Cycle was piloted during 2025–26 and will be further embedded during 2026–27, providing a more structured approach to reviewing teaching, learning and pupil progress. Sept 2026: New Pupil Passports Launched, training covered this in Inset 26.
Assistive technology	Review, maintain and extend assistive technology provision	SENDCo	Short–Medium term	Increased independent use of technology by pupils. Sept 2026: Laptops continue to be provided for pupils where identified as an appropriate reasonable adjustment, including for pupils with agreed access arrangements. Further development of assistive technology provision remains under review.
Assessment & exams	Ensure appropriate access arrangements are in place and reviewed	SENDCo	Annual	Access arrangements reviewed and implemented Sept 2026: Access arrangements have been reviewed and implemented for internal examinations, including extra time and the use of laptops where appropriate. Arrangements are planned in conjunction with the SENDCo and according to individual pupil need.
Intervention & support	Review and adapt targeted interventions to meet pupil need	SENDCo	Ongoing	Pupil progress and intervention reviews Sept 2026: Targeted support continues to be provided according to identified pupil need, with pupil progress reviewed through assessment information and professional discussion.

Enrichment & trips	Ensure educational visits and activities are accessible	Heads of Faculty	Ongoing	Full participation where appropriate. Sept 2026: EVOLVE is being introduced for the planning and management of educational visits. This will provide a more structured approach to visit planning, including consideration of inclusion, individual needs, reasonable adjustments and risk management, supporting access and participation for all pupils.
Integration of ICT into the curriculum	Increase the use of ICT in lesson planning	Deputy Head Academic	Sept 26 & Ongoing	Increased proficiency using ICT Sept 2026: Digital technology continues to be used across curriculum areas. Computing provision for 2026–27 is under review as part of wider curriculum planning.
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. Sept 2026: The Learning Support Register and In-Class Support Documents have continued to provide staff with information to support adaptive teaching. Development of Pupil Passports is planned for 2026–27 to strengthen the accessibility and use of individual pupil information.
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 Sept 2026: Achieved and ongoing. TAs have a reporting line into the SENDCo and have received regular SEND-specific training. TA deployment continues to be reviewed to support the effective targeting of support for 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 Sept 2026: Achieved and ongoing. Relevant SEND colleagues have undertaken TEFL training to develop their knowledge and skills in supporting pupils with EAL.
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	Ongoing	Threshold improvements incorporated into refurbishment projects
Historic listed teaching buildings	Enable reasonable access through ground-floor room allocation and alternative arrangements where structural change is not possible	SLT / Estates	Ongoing	Timetabling and room use adjusted to meet need Sept 2026: This was evidenced through adaptations made to support pupils requiring accessibility adjustments.
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 Sept 2026: Ongoing
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 Sept 26: New Library has accessible access
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. New access doors and a ramp have been included in the Summer 2026 library upgrade program, this is now a multiuse space.
Improved external surfaces	Driveway in the planning prioritisation matrix	Director of Operations	Medium–Long term	New driveway and markings Sept 26: This project was completed in March 26
External routes & circulation	Improve lighting, surfacing and route clarity to support safe movement around site	Director of Operations	Ongoing	All external lights were upgraded to LED where practical in Summer 2026. 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.

				Sept 2026: Ongoing. Information can be provided in alternative formats according to individual need and on request.
Digital content	Review accessibility of website and digital platforms	Communications Lead	Short term	Improved accessibility compliance. Sept 2026: Ongoing. The accessibility of the school website and digital platforms continues to be reviewed as part of the school's wider approach to digital communication.
Parent communication	Ensure clarity of communication regarding support and provision	SLT / SENDCo	Ongoing	Positive parent feedback Sept 2026: Ongoing.
Events & meetings	Plan meetings and events with accessibility in mind	SLT	Ongoing	Attendance and engagement data. Sept 2026: Ongoing. Accessibility and individual needs continue to be considered when planning meetings and school events, with reasonable adjustments made where required.