



POLICY · SEND & ACCESSIBILITY

Accessibility Plan

Reviewed September 2026 · next review September 2027

ABOUT THIS POLICY

How we make the school physically accessible, communicate accessibly, and adapt the curriculum so every child can participate fully. Updated every three years.

The full policy follows from the next page.

We want every child to be curious, have big dreams and be prepared for an exciting future.

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Headteacher: Mrs Naomi Doble · Swiss Gardens Primary School, a maintained school in West Sussex



Swiss Gardens Primary School Accessibility Plan 2026-2027

The Equality Act 2010 states that all schools require an accessibility audit and access plan in order that school premises and learning environments are assessed regularly to enable all provisions for disabled access to be put in place. This audit and plan replace the school's previous Disability Policy.

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Swiss Gardens Primary School the Plan will form part of the Premises Committee's responsibility.

Swiss Garden's Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in line with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Swiss Garden's is aware that some students with disabilities may also have Special Educational Needs (SEND) and may have a Statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision. For students with SEND, this guidance should be read in conjunction with the SEND Code of Practice 2014 and the school's SEND Information Report.

It is important to remember that the Equality Act 2010 applies to all those working at Swiss Garden's in whatever capacity and includes those who are working under a contract.

Purpose of Plan

This plan shows how Swiss Gardens Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. The Plan shows how access is to be improved within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs, where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability to ensure that such pupils are as equally prepared for life as are the able - bodied pupils. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits.
- Improve and maintain access to the physical environment of the school.
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Current Range of known disabilities

At present, we have no wheelchair dependent pupils or members of staff. We have had parents with limited mobility and consulted them on their needs, which centred around suitable seating for parent events like parent evenings and performances in the Hall. The school has children with a range of disabilities to include moderate and specific learning disabilities.

Contextual Information

The original school was built in the early 1900s. There have been many additions to the original building, with the newer part being added in 1930. Since then the school has been adapted to meet the needs of people with physical disabilities.

Every part of the school is accessible for wheelchair users and those with limited mobility. Both the low and upper building includes a toilet with access for people with physical disabilities.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Date completed: September 2026
Completed by Claire Older
Review date for policy: September 2027

Swiss Gardens Primary School – School Accessibility Action Plan 2026-2027

1) Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Effective communication and engagement with parents	Termly meetings with parents/carers – Termly consultations	Time allocated	In place and ongoing	Parents/carers fully informed about progress engage with their child's learning
To liaise with the local pre-schools to review potential intake each September.	To identify pupils who may need special provision.	On-going	EYFS teachers and Assistant Head for Inclusion	School is aware of any children due to start school who may have additional needs.
Learning aids to be produced	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	On-going In line with current pupils needs	Assistant Head for Inclusion	All children have access to assistive technology when needed.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	On-going	Head teacher and governors	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with outside agencies for pupils with on-going additional needs.	To ensure collaboration between all key personnel.	On-going/ As required	Assistant Head for Inclusion / Class teacher	Personalised plans are in place for any disabled pupils, and all staff are aware of pupils' needs.
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	On going	Assistant Head for Inclusion / Head teacher	Raised confidence of support staff.
Ensure all staff (teaching & non-teaching) are aware of disabled children's	Set up a system of individual assess plans for disabled children when appropriate.	On going	Assistant Head for Inclusion	All staff are aware of individuals' needs.

curriculum access.	Share information with all agencies involved with each child.			
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	On-going	Class teacher / Assistant Head for Inclusion	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	On-going	Assistant Head for Inclusion & PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	On-going	Assistant Head for Inclusion/ Head teacher	Gradual introduction of disability issues into all curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with after school club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	Assistant Head for Inclusion	Disabled children feel able to participate equally in out of school activities.
Develop greater links with the local special school Herons Dale).	Work towards developing greater links with the local special school.	On going	Assistant Head for Inclusion/ Head teacher	Increased understanding of the opportunities available to the children.

2. Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical environment of school.	The school will take account of the needs of pupils, staff and visitors with	On-going	Premises committee	All newly refurbished areas are designed with accessibility in mind.

	physical difficulties and sensory impairments. when planning and undertaking future improvements and refurbishments of the site.			
To enable physically disabled drivers to park immediately in the school car park (the disabled parking space isn't ideally placed).	Signage purchased and space marked.	In place	Head teacher and premises committee	A designated space is allocated for disabled drivers.
Ensure everyone has access to the main reception area.	Ensure that nothing is preventing wheelchair access-e.g. displays or furniture or carpeting	On-going	Head teacher and caretaker	All access routes are clear from obstructions
Disabled access route is clearly marked from the outside of the building.	New signage purchased and instated.	In place	Site Maintenance officer / Health & Safety Committee/ HT	Disabled access is clearly marked. Disabled parents / carers / visitors feel welcome.
All external areas of the school are clearly lit at night.	To install lighting across the back of the school to illuminate the Hudson room and playground	In place	Premises committee and Health and Safety committee	All external areas of school are clearly lit at night.
Maintain safe access for visually impaired people.	The edges of all steps to be regularly painted with textured white paint. Grab rails to be provided throughout	On-going	Premises committee and Health and Safety committee Premises committee and	School is accessible for visually impaired pupils, staff and visitors.

	school where necessary.		Health and Safety committee	
Ensure all disabled people can be safely evacuated.	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs.	On-going	Premises committee and Health and Safety committee Head teacher to remind staff. Check during fire drills	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.

3) Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages.	Plans for a welcome sign in reception – need to decide which languages to use.	In place	Head teacher	All people feel they are welcome in school.
Inclusive discussion of access admission procedures and to information in all parent/teacher annual meetings.	Access a translator to facilitate the admission process and participation in meetings with school staff. Ask parents about preferred formats for accessing information e.g. braille, other languages. Translation Tool to be added to website to allow multi-lingual access.	Annually	Head teacher/ Assistant Head for Inclusion	Staff are more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.

