



# Accessibility Plan

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<b>Policy reviewed by:</b>	Board of Governors
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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The protected characteristics are; sex, race, disability, religion or belief, sexual orientation, gender reassignment, and pregnancy or maternity.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

## 2. School's principles and values

The Swedish School in London aims to create an inspiring and supportive learning environment where pupils feel valued and safe. An environment where pupils are encouraged and challenged to realise their full academic and personal potential. Staff actively encourage and develop each student's self-reliance, determination, responsibility, compassion and boldness, as well as respect for others.

### **3. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

#### **Legal definitions**

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

#### **“Reasonable adjustments”**

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We consider that effective and practicable adjustments for disabled pupils will involve little or no cost and disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year accessibility plan, we reserve the right to deem these as unreasonable.

It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan,

### **4. Monitoring arrangements**

The plan will be made available online on the school website and will be reviewed every three years, or more frequently if necessary. It will be approved by the governing board.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

### **5. Links with other documents and policies**

This accessibility plan is linked to the following policies and documents:

- Appendix 1: Action plan for increased accessibility
- Health and safety policy

## Appendix 1: Accessibility audit - identifying barriers to access

Feature	Description	Actions to be taken
Number of storeys	Single storey	N/A
Corridor access for pupils and staff with disabilities	All corridors are wide enough for wheelchair access	N/A
Parking bays	Drop off zone only	N/A
Entrances	Pre school entrance most accessible for disabled access	See action plan
Ramps	We need 2 ramps	See action plan
Toilets	One toilet is accessible for disabled pupils	See action plan
Reception area	Reception door open during opening hours, glass window on door	N/A
Internal signage	No	See action plan
Emergency escape routes	Fire exits are large enough	See action plan