



Accessibility Plan for the school premises in Barnes

Current Review Date:	31 October 2025
Policy Reviewed by:	Headteacher & Caretaker
Policy approved by:	Board of Governors
Policy due for review:	31 October 2026

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 daily lessons and activities arranged by the school.
- 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. 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 concerning 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.

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, and respect for others.

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 reasonable. Where substantial adaptations are required not contained within our three-year accessibility plan, we reserve the right to deem these unreasonable.

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

Monitoring arrangements

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

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

Accessibility audit

In the table below, barriers to accessibility at school have been identified.

Features that might reduce accessibility at the school premises	Description	Actions needed
Parking bays	Drop-off zone only, anyone with a disability can apply for a special parking permit allowing street parking outside the school premises.	N/A
Number of storeys in the school building	Single storey	N/A
Entrances	The preschool entrance is the most accessible for disabled access	See the health and safety action plan
Ramps	We need two ramps, one for each entrance (main student entrance and for the school reception), to make the premises accessible for anyone with disabilities	See the health and safety action plan
Reception area	The reception door is open during opening hours, and there is a glass window on the door for visibility.	N/A
Corridor access for pupils and staff with disabilities	Doorways and corridors are wide enough for wheelchair access	N/A
Toilets	Two toilets at school are accessible for pupils with disabilities (one by the student entrance and one at preschool). No separate handicap toilet for staff is available.	See the health and safety action plan
Internal signage	Signage is missing	See the health and safety action plan
Emergency escape routes	Fire exits are large enough for wheelchair access but need ramps for wheelchair users.	See the health and safety action plan

Links with other policies

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

- Health and safety policy
- Action plan for increased accessibility and improved health and safety