



Swallow Grange Accessibility Plan (2026–2029)

1. Introduction

Swallow Grange is an alternative provision supporting up to 24 pupils aged 4–11 with special educational needs and/or social, emotional and mental health (SEMH) needs.

We are committed to providing an inclusive environment that enables all pupils, regardless of need or disability, to access a high-quality education, develop independence, and achieve positive outcomes.

This plan sets out how Swallow Grange will improve access to education for pupils with disabilities in line with the **Equality Act 2010**.

2. Aims

In accordance with statutory requirements, this Accessibility Plan aims to:

1. **Increase access to the curriculum** for pupils with disabilities
2. **Improve the physical environment** to enable greater participation
3. **Improve the availability of accessible information** for pupils, parents, and stakeholders

3. Current Accessibility Position

3.1 Access to the Curriculum

Swallow Grange already provides a highly differentiated and responsive curriculum, including:

- Individualised learning programmes informed by EHCP outcomes and assessed need
- High staff-to-pupil ratios enabling personalised support
- Therapeutic and relational approaches to learning
- Adapted teaching strategies to support communication, regulation, and engagement

- Flexible timetabling to meet emotional and behavioural needs
- Use of visual supports and structured routines

3.2 Physical Environment

The provision has been designed to support pupils with SEMH and SEND needs:

- Low-arousal, structured learning environments
- Access to calm spaces for emotional regulation
- Consideration of sensory needs within classroom design
- Safe and supportive outdoor spaces
- Layout designed to minimise triggers and maximise supervision

3.3 Access to Information

Swallow Grange ensures information is accessible through:

- Clear, supportive communication with parents and carers
- Verbal explanations alongside written information where needed
- Use of plain English in key documents
- Staff support to ensure understanding of provision, expectations, and processes

4. Accessibility Action Plan (2026–2029)

4.1 Increasing Access to the Curriculum

Objective	Actions	Responsibility	Timescale	Success Criteria
Enhance communication accessibility	Embed consistent use of visual timetables across all classrooms	Lead Teacher / SENCo	Autumn 2026	All pupils can follow daily routines with reduced anxiety and improved engagement
Improve support for speech, language and communication needs	Introduce additional communication strategies (e.g. visuals, structured language approaches)	SENCo	Ongoing	Pupils demonstrate improved understanding and communication

Objective	Actions	Responsibility	Timescale	Success Criteria
Strengthen staff expertise in SEND and SEMH	Deliver ongoing CPD focused on neurodiversity, SEMH, and adaptive teaching	SLT	Annual	Staff confidence and consistency improve; observed in practice
Further personalise curriculum pathways	Review and refine individual learning plans termly	Teaching Team	Termly	Progress aligned with EHCP and individual targets

4.2 Improving the Physical Environment

Objective	Actions	Responsibility	Timescale	Success Criteria
Enhance sensory regulation spaces	Develop additional calm/sensory areas	SLT	Spring 2027	Reduction in incidents of dysregulation
Improve environmental consistency	Standardise classroom layouts to support predictability	Lead Teacher	Autumn 2026	Pupils transition between spaces with reduced anxiety
Review accessibility of all areas	Conduct annual site audit focused on SEND and SEMH needs	SLT	Annual	Identified improvements are implemented
Maintain safe and supportive spaces	Ongoing review of environment in response to pupil needs	SLT	Ongoing	Environment continues to meet cohort needs

4.3 Improving Access to Information

Objective	Actions	Responsibility	Timescale	Success Criteria
Improve parent accessibility to information	Provide key documents in plain English and offer	Admin / SLT	Ongoing	Increased parent understanding and engagement

Objective	Actions	Responsibility	Timescale	Success Criteria
Enhance communication with families	verbal walkthroughs Offer flexible communication methods (phone, face-to-face, written)	Admin Team	Ongoing	Positive parent feedback and engagement
Support pupil understanding of information	Use visuals and simplified language when sharing information with pupils	Teaching Staff	Ongoing	Pupils demonstrate improved understanding
Review documentation accessibility	Audit all key documents annually for clarity and accessibility	SLT	Annual	Documents meet accessibility expectations

5. Monitoring and Review

This Accessibility Plan will be:

- Reviewed annually by the Senior Leadership Team
- Updated in response to changes in cohort needs, provision, or environment
- Evaluated based on impact, including pupil progress, engagement, and wellbeing

6. Linked Policies and Documents

This plan should be read alongside:

- SEND Policy
- Equality Policy
- Behaviour Policy
- Curriculum Policy

7. Commitment to Continuous Improvement

As a specialist alternative provision, Swallow Grange recognises that accessibility is an ongoing process. We are committed to continually adapting our provision to meet the evolving needs of our pupils and to ensuring that all children can access education in a safe, supportive, and inclusive environment.