

Accessibility plan

Springfield Primary School



Approved by: Claire Andrews

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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.

Springfield Primary is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- Girls and boys
- Disadvantaged pupils (Free School Meals and Ever6)
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs
- Children with disabilities or medical needs
- Gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- Travelers
- Asylum seekers. 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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

2. 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](#).

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.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p><i>Medium Term</i></p> <p><i>Ensure that where possible, curriculum resources include examples of people with disabilities and specialist equipment is sought for individual needs e.g. apps, coloured overlays, magnifying glasses for the visually impaired pupils, ASD workstation.</i></p>	<p>SENDCO to audit resources with whole staff to ensure that people with disabilities are included in resources used.</p> <p>When purchasing new resources give consideration to the inclusion of people with disabilities.</p> <p>SENDCO to seek and follow advice from Occupational Health and Hearing impairment team with regards to specialist equipment.</p>	SENDCO	Ongoing- Sept to Sept	More resources of this type will be available to use
Improve and maintain access to the physical	<p><i>The environment is adapted to the needs of pupils as required.</i></p>	<p><i>Long Term</i></p> <p><i>As and when new areas are built, ensure that all</i></p>	<p>As appropriate and as required.</p>	Headteacher	Continuous	All pupils are able to access the necessary school areas so they

environment	<p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	disability access requirements are met.				can access a full and well-rounded curriculum available to all.
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Pictorial or symbolic representations • Communication books • Widgit Tool-to create individual timetables, individualised EAL booklets 	<p>Medium Term</p> <p>The implementation of School social stories appropriate to each year group.</p>	Social story to be developed and prepared. Each new child to receive a school social story	SENDCO	Nov 2019	All children who join the school will receive a school social. All children that the school

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Medical policy
- EYFS policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Our Hive contains two stories, the first story being fully accessible. Currently Year 5 occupy the first story and Year 6 occupy the second story.	In the event of a wheel chair user or an adult/child unable to use the stairs joining Year 6, one Year 6 class would relocate to the first story.	SENDCO	As and when necessary.
Corridor access	All corridors are fully accessible apart from the Year 6 corridor (Please see above.)	See above.	SENDCO	As and when necessary.
Lifts	N/A	N/A	N/A	N/A
Parking bays	There are 3 disabled parking bay allocated in school car park.	Review if greater need arises.	Headteacher	As and when necessary.
Entrances	Fully accessible	N/A		
Ramps	N/A	N/A		
Toilets	There are accessible toilets located throughout the school.	Where individuals may need further assistance regarding toilet height- advice to be sort from Occupational Health in good time for transition to new year groups.	SENDCO	As and when necessary.

Reception area	Fully accessible	N/A	N/A	N/A
Internal signage	Fire doors all clearly marked and indicated.	Review September '20	Headteacher/ SENDCO	Sept '20
Emergency escape routes	Carefully planned as part of the school Fire Risk Assessment.	Carry out regular fire evacuation drills as per the school's fire risk assessment. Consider necessary support for any visitors with a disability – staff training.	Headteacher	Ongoing Sept to Sept