Accessibility plan

Springfield Primary Academy

2021-2024
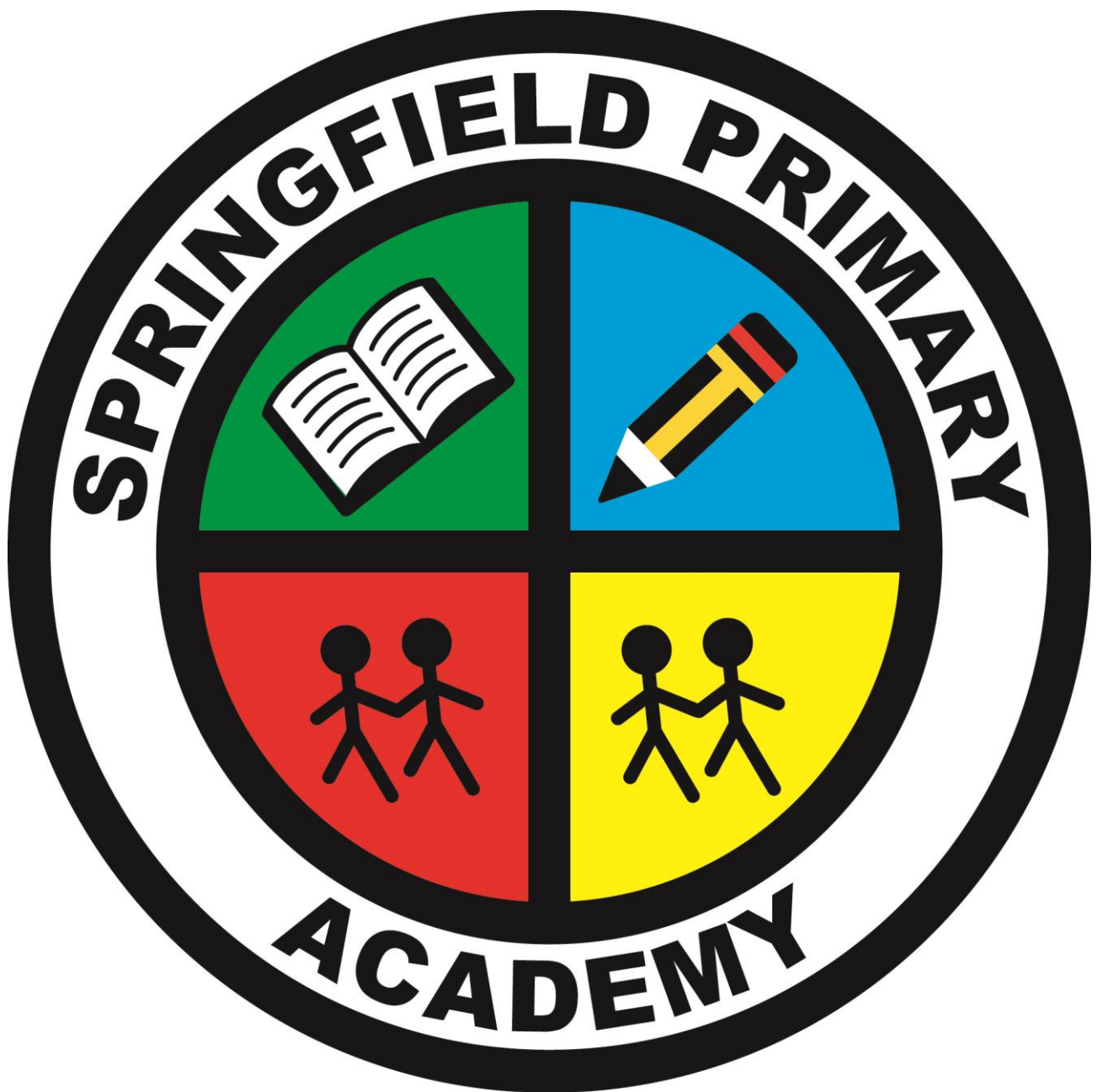
Contents

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.

At Sprnigfield Primary Academy we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our academy community or use our facilities. This includes those who are disabled. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in academy life. We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies, who can advise staff and support pupils within school, to provide the best service we can.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

As part of the Enquire Learning Trust, we follow the Trust's admissions policy, which states that children with statements of special Educational Needs/Education Health Care Plan (EHCP), where the academy is named in part IV of the statement/recorded in the Plan, will be given priority in the event of applications for places at the Academy being greater than the admission number set for that year group.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

TARGET	STRATEGY	TIME SCALE	RESOURCES	RESPONSIBILITY	SUCCESS CRITERIA
EQUALITY AND INCLUSION					
To increase staff awareness of disability issues.	Review staff training needs Provide training as appropriate	Ongoing as part of identified CPD needs and performance reviews	Support/training from outside agencies as and when required	SLT	All members of the staff community are aware of any disability issues
To insure that all policies and practice consider the implications of disability access.	Consider access and inclusion during review of policies	Ongoing	Support/training from outside agencies as and when required	All staff	All policies reflect current disability legislation and cater for all needs
To ensure all pupils are able to access the wider curriculum and after school activities.	Reasonable adjustments – liaise with out of school hours' activity leaders and/or provide additional staffing to support children with needs	Ongoing	Club providers	Principal SENCO	Access for all
PHYSICAL ENVIRONMENT					
To ensure that, where possible, the school building and grounds are accessible for all children and adults.	Audit of accessibility Suggest actions, modifications and or specialist facilities and implement as appropriate, and when budget allows	Annual health and safety audits or more frequent, as need arises	Health and Safety support from the Trust Occupational Therapy team	SENCO Site Manager Principal	Modification to the school building and grounds as necessary

TARGET	STRATEGY	TIME SCALE	RESOURCES	RESPONSIBILITY	SUCCESS CRITERIA
To ensure signage and access routes are clearly marked around school.	Personal Emergency Evacuation Plans written and shared with staff Review signage	As required	Fire Safety wardens Signage	SENCO Site Manager Principal	PEEP in place as necessary Wheelchair friendly and braille signage around school
To organise classrooms to promote the participation and independence of all pupils.	Review classroom layout of furniture and resources to support the learning process.	As required	Support/training from outside agencies as and when necessary	All staff	Full access to the curriculum
CURRICULUM					
To ensure all staff are equipped with the skills and knowledge to meet the needs of children with SEND.	Staff skills audit Performance reviews and training for all staff	Ongoing – needs identified	Support/training from outside agencies as and when necessary	SENCO	All children have access to the curriculum and staff able to meet their diverse needs
To ensure all pupils are able to access the wider curriculum through visits and residential visits.	Reasonable adjustments – alternative transportation as necessary Plan and carry out pre-assessment and risk assessments of activities to ensure all children with SEND are able to participate.	Ongoing as each activity planned	Outside agencies support ELT risk assessments Providers' risk assessments	All staff Principal	All children are able to participate

TARGET	STRATEGY	TIME SCALE	RESOURCES	RESPONSIBILITY	SUCCESS CRITERIA
To provide specialist equipment to promote participation in learning by all pupils.	Identify and assess needs of all pupils Equipment purchased and provided as needed, including specialist play equipment	Ongoing as need arises	Specialist equipment as identified	SENCO All staff Principal	Children are accessing the curriculum and are independent and successful learners
To meet the needs of all pupils undertaking statutory end of key stage assessments	Modified large print, braille or adapted papers are ordered and prepared as necessary Additional time/use of equipment/scribes/readers	Annually	Access Arrangements	SENCO All staff	Potential barriers to children achieving their potential removed
WRITTEN INFORMATION					
To ensure that all parents and other members of the community can access information.	Make available all written information provided in large or alternative formats as requested	As required	Enlarged/alternative formats	Principal Admin Manager	Successful communication with all

4. Monitoring arrangements

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

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy