

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



ACCESSIBILITY POLICY

Statutory Policy

Approved By: **Governing Body**

Effective Date: **September 2023**

Review By: **September 2026**

Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud

To be read in conjunction with all appropriate policies e.g Equalities Policy, Special educational needs and Disability Policy and SEND Information Report, Teaching and Learning Policy, Supporting Pupils with Medical Conditions Policy etc)

The Equality Act 2010 specifies, in schedule 10 of the Act: Accessibility for disabled pupils. This schedule provides for accessibility arrangements for pupils in schools as set out in section 88. Plans and Strategies must include the following three elements:

- Improvements in access to the curriculum
- Physical improvements to increase access to education and associated services
- Improvements in the provision of information in a range of formats for children and young people with disabilities

The SEND Code of Practice stipulates:

6.2 Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), must:

- prepare an SEN information report (see 'Publishing information: SEN information report', paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Disabled children and young people

xx. The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

xxi. School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The emphasis in the SEND Code of Practice of the Graduated approach (Access, Plan, Do, Review) requires teaching and support staff to take a personalised approach to children's learning. Early identification of need, personalised provision (including use of specialist interventions programmes or outside agency support where necessary) and careful tracking and analysis of progress should move all pupils through their personal barriers at an appropriate pace.

The Special educational needs and disability code of practice: 0 to 25 years (Jan 2015) states that a school must: *use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children's SEN.*

Please refer to our SEND policy, SEND Information Report and Website for information and contact details about key members of staff/governors or call the schools' administration offices for more information.

Our school aims to treat all our pupils fairly and with respect. This involves:

- ensuring everyone has a voice to share their thoughts and opinions
- planning to remove all barriers so that all children are empowered to reach their full potential
- ensuring the school environment is conducive as possible to meet the needs of our pupils
- providing access and opportunities for all pupils without discrimination
- having high expectations for all
- providing opportunities for all pupils to embrace the full curriculum including sports, music and PE
- being proactive in ensuring wherever possible, that all school activities (including offsite visits) are accessible for all, and providing a reasonable and appropriate alternative if the activities are deemed inappropriate
- providing CPD to raise awareness and develop skills to enable staff to meet the needs of individuals
- ensuring that, wherever possible, all pupils and staff can move around the building easily and with confidence
- to liaise and communicate with parents/carers and individuals in order to personalise provision to meet needs

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

If you have any concerns relating to accessibility in school, complaints policy sets out the process for raising these concerns.

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.

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

Aim	Embedded practice	Actions to be taken	Success criteria	Person responsible	Timeframe	Review
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use personalised provision including resources selected to support the needs of individual pupils. Curriculum progress is tracked for all pupils, including those with a disability. Next steps are identified and are used to plan sequences of learning so that it is appropriate for pupils with additional needs. Overlearning opportunities are embedded to enable all pupils to reach Mastery The curriculum is reviewed to ensure it meets the needs of all pupils.	Curriculum development, CPD and review as stipulated in the SIP and individual Action Plans for Teaching and Learning, Reading, Writing, Maths and wider curriculum subjects	All children make at least expected progress (e.g. on track to ARE, at least a year’s progress or on track to meet targets stipulated in EHCPs).	Teachers and leaders including SENDCo, Curriculum Lead, subject leaders	Across 2023-24 (leaders with staff input) and ongoing – by teachers, prior to each topic being taught to a new cohort.	See SIPs for Teaching and Learning, Reading, Writing, Maths and wider curriculum subjects
Improve and maintain access to the physical environment The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays 	We have a very low percentage of pupils with a physical disability attending our schools. Their needs are met and all pupils access the whole curriculum. Our schools are mainly accessible by wheelchair through the use of outside sloping walkways (in the Junior school, to get from the lower school area to the upper school area and hall). However, these routes are exposed to the weather and are quite lengthy transitions.	Continue to monitor the admissions of children with physical disability and work with all appropriate external agencies to identify appropriate resources and required adaptations e.g. Special Teacher Advisory Service (for physical disability, vision etc), Occupational Therapists and Physiotherapists in	External agency reports will document that provision is appropriate and needs met. The pupils will be engaging in learning and making progress. They will feel confident and safe.	Health Professionals, SENDCO, all staff e.g. teaching team, support staff, site team etc.	Ongoing	See reviews for individual pupils e.g. Annual reviews, external agency reports etc.

Aim	Embedded practice	Actions to be taken	Success criteria	Person responsible	Timeframe	Review
<ul style="list-style-type: none"> Disabled toilets and changing facilities Library shelves at wheelchair-accessible height 	<p>Future goals for improvement of physical accessibility to the school site include (however these plans are currently deemed beyond our 'best endeavours' and unnecessary due to the schools currently having no pupils who require a wheelchair fulltime):</p> <ul style="list-style-type: none"> the adaptation of the toilets to have wheelchair access the covering of an external walkway 	<p>addition to the SEND Team.</p> <p>Ensure that classrooms are optimally organised for disabled children within current constraints</p>				
<p>Improve the delivery of information to pupils with a disability</p> <p>Improve the working environment for pupils and staff with hearing impairment</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources where appropriate Pictorial or symbolic representations PECs boards where transitioned with this provision from Nursery Microphones linked to auditory aids iPads mirroring information displayed on Whiteboards for visual impaired individuals <p>Talking tins and other devices are also routinely used to enable independent working.</p>	<p>Use the Specialist Teacher Advisory Service's Hearing Impairment Auditory Processing Difficulties (APD) Advice for Schools to further personalise provision/improve conditions in environment for auditory impaired</p> <p>CPD for sign language/Makaton if required</p>	<p>External agency reports will document that provision is appropriate and needs met. The pupils will be engaging in learning and making progress. They will feel confident and safe.</p>	<p>Health Professionals, SENDCO, all staff e.g. teaching team, support staff, site team etc.</p>	<p>Ongoing</p>	<p>See reviews for individual pupils e.g. Annual reviews, external agency reports etc.</p>
<p>Ensure disabled pupils/parents are represented in a variety of aspects of school life</p>	<p>Disabled pupils/parents are encouraged to participate in assemblies, events, parents groups, FOSS, volunteers etc.</p>	<p>Increase in number of pupils/parents involved</p>	<p>Pupil and parent questionnaires will reflect positively regarding Inclusivity</p>	<p>Leaders, Governors</p>	<p>Review annually</p>	<p>Review annually</p>

Aim	Embedded practice	Actions to be taken	Success criteria	Person responsible	Timeframe	Review
Improve provision for children with Autistic Spectrum Condition, ADHD and Social, Emotional and Mental Health difficulties.	Development of staff knowledge and skills in managing children with diagnosed conditions/suspected underlying conditions Staff training led by PBS, Riverside, Waterloo, EP, SENDCo etc.	Ongoing continuation of embedding practice and 'topping up training' e.g. visit Inreach, online training opportunities, consultations with Outreach providers	The pupils will be engaging in learning and making progress. They will feel confident and safe.	All staff	Ongoing	Behaviour reviews (weekly), Reduced Hours Provision reviews weekly, IBMP reviews half termly, EHCP reviews termly, Pupil progress reviews termly
Ensure that as far as possible, the school building is accessible to everyone and provide relevant training for staff. Ensure entrances allow for access. Modify/adapt toilets to create more space for wheelchair accessibility.	Seek advice from Building Surveyor when necessary Consider routes around the school	Carry out Site survey with Buildings Committee Consider ramped access to Main entrances, classroom doors etc if required- Seek support from Property Surveyor. Consult Building Inspector in feasibility and cost. Apply to Devolved Capital for funding.	Site is safe and accessible for cohort to access.	Headteacher , Leaders, Governors, Building Committee	Ongoing,	As appropriate