



Springfield Primary Academy Accessibility Plan 2017-2020

Introduction

At Springfield 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 Governing Body must fulfil three key duties towards disabled pupils as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4)

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

As part of the Enquire Learning Trust, we follow the Trust's admission 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,.

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014. These are the same duties as previously existed under the Disability Discrimination Act.

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the academy's accessibility plan is resourced, implemented and reviewed and revised as necessary and updated at least every three years. Attached is a plan showing how the school will address the priorities identified. The plan also takes into account the needs of members of staff, parents and other visitors to the school who may be disabled

We currently have a range of children with different medical and/or physical needs and requirements, including:

- Physical disability
- Hearing impairment
- Visual impairment, including use of Braille
- Specific medical conditions (E.g. Allergies, asthma, eczema, diabetes, epilepsy, heart problems)
- Specific learning difficulties (E.g. dyspraxia, dyscalculia)
- Autism

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period

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Target	Strategy/Action	Time Scale	Resources/Support	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 necessary	SLT Governors	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 as per review schedule	Support/training from outside agencies as and when necessary	All staff Governors	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 Governors	Access for all
PHYSICAL ENVIRONMENT					
To ensure that, where possible the school building and grounds are accessible for all children and adults. Continue to further improve site access for all.	Audit of accessibility Suggest actions, modifications and or specialist facilities and implement as appropriate, as and when budget allows	Annual health and safety audits or earlier as need arises	Health and Safety support from the trust Educational Team For Hearing and Vision Occupational Therapy	SENCO Site Manager Principal Governors	Modifications to the school building and grounds as necessary Purchase ramps Increase provision of slopes
To ensure signage and access routes are clearly marked around school.	Personal Emergency Evacuation Plans written and shared with staff Review signage		Fire safety wardens Signage Yellow markings	SENCO Site Manager Principal Governors	PEEP in place as necessary Wheelchair friendly and braille signage around school

Target	Strategy/Action	Time Scale	Resources/Support	Responsibility	Success Criteria
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
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 is planned	Outside agencies support ELT risk assessments Providers' risk assessments	All staff Principal Governors	All children are able to participate.
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.		SENCO All staff Governors	Children are accessing the curriculum and are independent and successful learners.
To meet the needs of all pupils undertaking statutory end of key stage tests.	Modified large print, braille or adapted papers are ordered and prepared as necessary. Additional time/ use of equipment/scribes/readers will be applied for, as necessary.	Annually	NCA tools Access Arrangements Educational Team For Hearing and Vision OT	SENCO All staff	Potential barriers to children achieving their potential will be 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 Office staff	Successful communication with all.

Access Audit July 2017

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	KS2 corridors Tunnel corridor – high ridge tunnel to KS1 end	Yellow markings on wall corners Grab rails where necessary	SLT Site manger	Autumn 2017
Disabled Parking bay	One designated parking space – fading markings	Repaint yellow markings	Site manager	December 2017
Entrances	Uneven areas near the main entrance either side of the zebra crossing	Paving bocks to be re-laid Vegetation to be kept clear	Site manager	Autumn 2017
Ramps	Step from KS1 classrooms to KS1 playground	Purchase of portable ramp to access (temporary provision)	Site manager SENCO	Autumn 2017
	Step from two KS2 classrooms to playground	Install fixed ramp (and railings) to/from all classrooms with external access		Autumn 2019
Internal signage	Lost/missing braille signs	Order and fit child friendly braille signage plates throughout school to label specific rooms/areas around school	SENCO Site manager	Autumn 2017
Emergency escape routes	All exits accessible and exits clear – some damaged signage	Ensure signage is clearly visible and at the appropriate height (including braille signs)	SLT Site manager	Ongoing – monitor at least termly
Uneven surfaces	Paving slabs bordering KS1 classroom/playground are uneven	Relay slabs/tarmac (pending cost)	Site manager	Autumn 2018
KS2 playground	Obstacles and building edges – potential hazards	Yellow markings to define corners of buildings, basketball posts, ends of playground fencing/sun shelter	SENCO Site manager	July 2017