



Inspiring Futures: Making Memories  
Learning Creatively with:  
High Expectations. Integrity. Respect. Resilience. Determination.



# Accessibility Plan

## Springfield Primary Academy School



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Approved by:

Sasha Taylor - Head of School

Anita Willand - Chair of Governors

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## I. 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

Springfield Primary Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our School has high expectations of all pupils. Our curriculum is designed to recognise the children's prior learning; create memorable learning experiences; build resilience and become creative, critical thinkers whilst providing opportunities to develop personal integrity and respect for all. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Our curriculum is enriched by educational trips and visitors to the school in order to engage pupils in their learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, with no limits to curiosity and thirst for new experiences or knowledge. We promote positive attitudes to learning reflecting the values and skills needed to develop lifelong learners.

We embrace opportunities to engage with the local community, inviting them to take an active part in events throughout the academic year. Our aim is to nurture the talents and interests of the children and develop personal skills around integrity, respect and resilience that will allow them to become valuable citizens of the local and wider community.

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



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Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

## 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



### 3. Action Plan

Increase access to the curriculum for all pupils

Objectives	Actions to be taken	Persons responsible	Time scale	Desired outcome
Appropriate access arrangements used in statutory and formal assessments.	Communicate and plan assessment weeks to allow class teachers time to organise effective access arrangements. Additional spaces around the school to be booked in advance of assessment weeks.	SLT  Class teachers	Ongoing throughout the academic year.	All pupils to complete statutory and formal assessments. Strategies for all pupils reflect classroom practice.
Resources tailored to needs of pupils	Use of communicate in Print  Appropriate scaffolds used for tasks  Staff supported to use strategies as per T&L policy to meet the needs of all pupils	Class teachers  Class teachers  SLT	Ongoing throughout the academic year.	All pupils able to access the curriculum.
Curriculum enrichment and extra-curricular opportunities are suitable for all	Educational visits are inclusive for all in a cohort. Effective risk assessment allows all to participate in curriculum visits and experiences. Support for	Class teachers/SLT/EV Coordinator	Ongoing throughout the academic year.	All pupils have an inclusive accessible curriculum that is rich and broad.



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	<p>staff to organise educational visits and clubs to ensure all pupils are able to participate fully in the same activities as their peers.</p> <p>Extra-curricular clubs are accessible to all</p>	Pastoral team/SLT/Teachers		
Curriculum planned to meet the needs of all pupils	Teacher to adapt the curriculum using the toolkit tracker and support plans to identify a range of strategies including universal, targeted and specialist strategies to meet the needs of all pupils	Class Teacher/ SLT/ Subject Leads/ Inclusion Team/SENCO	Ongoing throughout the academic year.	Inclusive accessible curriculum for all pupils fully embedded.
Progress of all pupils is tracked and closely monitored	<p>EAL language acquisition bands</p> <p>Continuums</p> <p>Lexia</p> <p>WellComm</p> <p>Standardised assessments</p>	Class Teacher/ SLT/ Subject Leads/ Inclusion Team/SENCO/EAL Lead	Ongoing throughout the academic year.	Provision is appropriate to the needs of individuals. Effectiveness of provision is carefully monitored.



Individual School Support Plans for pupils with additional needs	Staff CPD to support staff to update and create support plans to ensure that we continue with a proactive approach to supporting all pupils.	Class Teachers/Inclusion Team/ST	Ongoing throughout the year.	Provision for all pupils is relevant to their needs. Effectiveness of provision is closely monitored and adapted to suit the needs of individuals.
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### Improve and maintain access to the physical environment

Objectives	Actions to be taken	Persons responsible	Time scale	Desired outcome
Create a sensory room/area	Equipment to be purchased.	ST/JC	Spring 2	To support pupils with sensory needs effectively.
Fully accessible building	Liaise with site manager and H&S officer to ensure regular monitoring and maintenance is taking place. Ensure the environment is adapted to the needs of pupils as required. Ongoing monitoring of entrances and exits including ramps, lifts and external lighting is working particularly while building work is taking place.	HoS, Site manager and SBM	Ongoing	All pupils to move around the school safely and join in all activities. A monitoring and maintenance schedule in place and followed.
Access toilet, changing and shower facility available	Purchase and installation of hydraulic bed	ST/JC	Spring 2	Suitable provision for pupils who require intimate care.



*Improve the delivery of information to pupils, parents/carers and other members of the school community*

<i>Objectives</i>	<i>Actions to be taken</i>	<i>Persons responsible</i>	<i>Time scale</i>	<i>Desired outcome</i>
Translation option on website to be used effectively	Liaise with website company regarding templates for documents that can be translated	SENCO	Spring 2	Clear communication with parents and working collaboratively.
Increase staff awareness of technology and practices to assist those with disabilities	CPD on use of Office inclusive aids	SENCO	Spring 2	Inclusive accessible curriculum for all pupils
Information presented to groups in a variety of formats	Use of screen for presentations  Read/explain what is on screen  Provide visual/written aids e.g. copies of PPT	SENCO/ Subject leads/EAL Lead	Ongoing	Inclusive accessible curriculum for all pupils
Partners are contacted/communicated with in appropriate ways	Knowledge of partners working with school and appropriate methods of contact selected  Translation used where required  Language in communication is appropriate for recipient	SENCO/Inclusion Team	Ongoing	All stakeholders are able to effectively contribute to the provisions made in school and develop a shared responsibility. Range of communication mechanisms in place (including social media) to inform parents/carers of advice and support they can access