Inspiring Futures: Making Memories

Learning Creatively with:

High Expectations. Integrity. Respect. Resilience. Determination.

# Springfield Primary Academy

## Accessibility Plan

Date plan last reviewed: October 2026

Signed by:

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| Mr S Ahmad | Headteacher | Date: | October 2026 |
| Anita Willars | Chair of governors | Date: | October 2026 |

Last updated: 22 August 2022

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## Statement of intent

This plan outlines how Springfield Primary Academy aims to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

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 children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

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

Our School has high expectations of all children. 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 children 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.

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

*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.

We have included a range of stakeholders in the development of this accessibility plan, including: *children, parents, external services, staff including senior Leaders, site manager and governors of the school.*

## 1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Children with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises

## 2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of children’ disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding children’ disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that children with SEND are appropriately supported.
- Ensuring they have oversight of the needs of children with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled children to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

## 3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which children with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which children with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which children with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes children who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account children' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Action Plan

| *Aims/objectives* | *Current good practice* | *Objectives* | *Actions to be taken* | *Person Responsible* | **When** |
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| **Increase access to the curriculum for children with a disability and additional needs** | The curriculum is regularly reviewed and planned to ensure it meets the diverse needs of all children.<br><br>Progress is closely tracked and assessed for all children, including those with disabilities and additional needs.<br><br>Targets are set effectively to support individual learning needs.<br><br>Specially trained staff and tailored resources, including ICT, are used to assist children who require additional support.<br><br>A high adult-to-child ratio ensures that support staff are | Implement REAch2 Small Steps to systematically monitor and track the progress of children working below the national curriculum, ensuring targeted support and measurable outcomes.<br><br>Strengthen staff expertise and capacity by working collaboratively with Language, Learning& School Support (LLSS), the Communication & Autism Team (CAT), Occupational Therapy Service (OT), Physical Support Team (PST) and the Speech & Language Therapy (SaLT) link worker to enhance inclusive | Assess all children in the Enhance d Provision Acorn Room using REAch2 Small Steps to systematically monitor progress and inform tailored planning and interventions.<br><br>Introduce REAch2 Small Steps to Year 1 and Reception teachers, providing training and guidance to ensure effective implementation and consistency in assessing and supporting children's progress.<br><br>Deliver ‘Primary Adaptive Teaching Practices for Children with ASD’ and ‘Work Trays’ training to the teaching team led by | Class teachers.<br><br>SENCo and EYFS Lead.<br><br>SENCo to facilitate CAT to deliver. | ongoing<br><br>ongoing<br><br>June 2026 and December 2026 |

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| | effectively deployed to assist children with complex needs.<br><br>Inclusive practices are embedded to ensure accessibility across all aspects of school life, including curriculum enrichment, extra-curricular activities, school trips, and swimming.<br><br>Appropriate access arrangements are implemented for statutory and formal assessments.<br><br>Individual School Support Plans are developed and monitored to provide targeted support. | practices and interventions.<br><br>Develop and expand enhanced provision by creating a more engaging, individualised curriculum that meets the diverse and personalised needs of all learners. | the Communication & Autism Team (CAT), to enhance staff awareness and inclusive practices.<br><br>Provide targeted CAT support, with one hour per term dedicated to the Enhanced Provision, to build staff confidence and expertise in supporting children with communication and interaction needs.<br><br>Enhance speech and language provision through close collaboration between the Speech & Language Therapy (SaLT) team and the Speech & Language Intervention Lead, focusing on targeted interventions such as narrative skills, speech sound development, and Colourful Semantics. | SENCo to facilitate CAT to deliver.<br><br>SENCo, Speech and Language intervention lead and SaLT. | Ongoing<br><br>Ongoing |

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| | | | Deliver intensive interaction training, with SaLT providing two hours of dedicated support for Reception and Acorn Room staff to model effective communication strategies, including mirror play and engagement with pre-verbal children. | SENCo to facilitate SaLT to deliver. | Ongoing |
| | | | Provide targeted LLSS support, with one hour per term dedicated to the Enhanced Provision, to build staff confidence and expertise in supporting children with significant cognition and learning needs. | SENCo to facilitate LLSS to deliver. | Ongoing |
| | | | Deliver 'Colourful Semantics' training to the teaching team led by LLSS and SaLT to enhance staff awareness and inclusive practices. | SENCo to facilitate LLSS and SaLT to deliver. | January 2027 |

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| **Improve and maintain access to the physical environment** | The school environment is fully accessible, ensuring all pupils, staff, and visitors can navigate and utilise facilities effectively.<br><br>A sensory room is available to support pupils with sensory processing needs.<br><br>The building includes fully accessible facilities, such as ramps, lifts, widened corridors, disabled parking bays, and adapted toilets, changing areas, and shower facilities.<br><br>The physical environment is adjusted as needed to accommodate individual pupil requirements.<br><br>Specialist equipment is provided where necessary, and staff receive regular training to ensure | Ensure ongoing monitoring of the school environment to prioritise health and safety (H&S) for all, implementing any necessary changes or updates to maintain a safe environment for staff, students, and visitors.<br>Ensure the safe evacuation of all disabled individuals by regularly reviewing and updating Personal Emergency Evacuation Plans (PEEPs) for both pupils and staff, ensuring effective evacuation procedures are in place for everyone.<br><br>Maintain and monitor key areas to ensure continued accessibility and safety, including:<br>• Non-slip surfaces on ramps and walkways<br>• Clear and accessible paths | Ensure ongoing monitoring of the school environment to prioritise health and safety (H&S) for all, implementing any necessary changes or updates to maintain a safe environment for staff, students, and visitors.<br><br>Ensure the safe evacuation of all disabled individuals by regularly reviewing and updating Personal Emergency Evacuation Plans (PEEPs) for both pupils and staff, ensuring effective evacuation procedures are in place for everyone.<br><br>Maintain and monitor key areas to ensure continued accessibility and safety, including:<br>• Non-slip surfaces on ramps and walkways | Site manager<br><br>Site manager, SENCo, Pastoral Team<br><br>Site manager | Ongoing<br><br>Ongoing<br><br>Ongoing |

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| | effective support for all children.<br><br>All meetings are held in accessible spaces to ensure full participation from staff, governors, and parents. | • Fully functional lifts<br>• Operational external lighting<br>• Personal trip equipment (e.g., HI/VI jackets, reins, booster seats)<br><br>Foster a calming and supportive environment that promotes the well-being of all individuals, ensuring the physical space contributes to a positive, calming atmosphere for staff, students, and visitors.<br><br>Maintain a safe, low-sensory environment to support the individual needs of students, providing a space that helps reduce sensory overload and promotes well-being. | • Clear and accessible paths<br>• Fully functional lifts<br>• Operational external lighting<br>• Personal trip equipment (e.g., HI/VI jackets, reins, booster seats)<br><br>Foster a calming and supportive environment that promotes the well-being of all individuals, ensuring the physical space contributes to a positive, calming atmosphere for staff, students, and visitors.<br><br>Maintain a safe, low-sensory environment to support the individual needs of students, providing a space that helps reduce sensory overload and promotes well-being. | Teachers, SLT, subject leads, pastoral team, admin team, LTS, site manager.<br><br>SENCo, TAs and Teachers | Ongoing<br><br>Ongoing |

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| **Improve the delivery of information to children with a disability** | Springfield Primary Academy employs a variety of communication methods to ensure that information is accessible to all.<br><br>These include:<br>• Internal signage, large print resources, and pictorial or symbolic representations to support the needs of all learners.<br>• Personalised access plans are developed for individual children with additional access needs, and these are shared with parents and carers to ensure effective communication and support.<br>• Visual and social stories are used to support communication, transitions, and | To continue to improve pupil voice for children with SEND at school.<br><br>Ensure awareness and support of any accessibility requirements of everyone within school including visitors and parents/carers.<br>To continue to work effectively with parents to develop and share inclusive practice. | Provide staff with time to ensure that all School Support Plans include pupil voice.<br><br>School Councillors include children with SEND representatives to promote student leadership and provide a platform for all voices within the school community.<br><br>Continue with parent coffee mornings to gather feedback on the provisions in place for supporting children with SEND, encouraging open dialogue and collaboration between parents and the school.<br><br>Maintain regular communication with families of children with SEND, offering opportunities for engagement through termly reviews, coffee mornings and parent | SENCo and class teachers<br><br>School Council facilitator<br><br>SENCo<br><br>SENCo | Ongoing - annually (January)<br><br>Ongoing - annually (September)<br><br>Ongoing - annually (September and January)<br><br>Ongoing – Termly |

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| | understanding for students with SEND, ensuring their specific needs are met.<br>• Regular progress meetings (held termly) focus on identifying and addressing the specific needs of students with SEND.<br>• SEND Information Report Coffee Mornings are hosted annually to promote transparency about the support available for children with special educational needs. These sessions allow parents to gain a clear understanding of how the school identifies and addresses their child's specific needs, while also offering | | consultations ensuring parents are fully informed and involved in their child's education.<br><br>Collaborate with parents to support secondary transitions, providing guidance and resources to ensure a smooth and well-supported transition process for students with SEND moving to secondary school. | SENCo | Ongoing |

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| | opportunities for active involvement in their child's education plan.<br>• Annual Multi-Agency Coffee Mornings are organised to provide direct access to specialist support for parents, teachers, and teaching assistants. These sessions facilitate collaboration with external agencies, ensuring that all parties are equipped with the knowledge and resources to best support the needs of students with SEND.<br>• All staff are fully informed of their responsibilities during an evacuation, ensuring the safety and accessibility of all | | | | |

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| | pupils, including those with SEND.<br>• Smooth transitions are facilitated for all students with SEND, ensuring they are supported throughout their learning journey.<br>• Information is presented in a variety of formats to accommodate different learning styles and needs, ensuring accessibility for all groups.<br>• Translation services are available on the school website to support non-English speaking families and ensure clear communication.<br>• Communication with external partners is handled in an appropriate and inclusive manner, | | | | |

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| | ensuring that all stakeholders are informed and involved. | | | | |

## Monitoring and review

This document will be formally updated every 3 years but will be reviewed and updated annually. It will be approved annually by: The governing board and the Headteacher.