

# Accessibility plan

## Springfield Infant School and Nursery



Springfield  
Infant School

Springfield Nursery 

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## 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 aims are to create a safe, caring, stimulating and challenging environment in which the potential of every member of the school community is fully developed and each individual achieves success and satisfaction. Springfield is a fully inclusive school and ensures equality and opportunity.

Please refer to Springfield's Disability Equality Scheme.

The plan will be 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. The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND).

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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 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.

### 3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Ensure that all school policies reflect the requirements of the Special Educational Needs and Disability Act 2010</p>	<p>Review children with SEND in pupil progress meetings</p> <p>Review all policies and revise as necessary</p>	<p>Provide training about specific disabilities:</p> <ul style="list-style-type: none"> <li>• autistic spectrum disorder</li> <li>• attachment disorders</li> <li>• sensory impairment</li> <li>• other additional needs</li> </ul>	<p>Head teacher Inclusion Manager</p>	<p>Ongoing</p>	<p>Policies up to date with current legislation</p>

			<p>Remove barriers to curriculum access for current and future pupils with disabilities to embrace inclusive educational practice.</p> <p>Decide on and implement procedures for responding to potential complaints from parents regarding possible discrimination against their children related to disability: as a result of actions taken by the school.</p>			<p>Complaints to be handled quickly, and resolved through conciliatory procedures if possible, reducing the need for parents to have recourse to local tribunals or to the SEN and Disability tribunal.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <p>Corridor width</p> <p>Disabled parking bay</p> <p>Disabled toilets and changing facilities</p>					

	<p>Library book boxes at wheelchair-accessible height</p> <p>Toilet platform</p> <p>Steps at the sinks</p> <p>Tables and chairs suitable for children with dwarfism</p> <p>Other Specialist equipment, wedge cushion, pens, pencils, scissors, wobble cushion, measured seating</p>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Promote the development and extension of effective inclusive practice in school in the context of the Special Educational Needs and Disability Act, reducing barriers to educational access and raising pupil performance.</p>	<p>Provide training and/or support for:</p> <p>Ongoing disability awareness training to school staff and governors.</p> <p>Teachers and support staff on curriculum differentiation and different teaching/learning styles appropriate for children with disabilities: use of P-scales, simplified language, visual cues,</p>	<p>Head teacher</p> <p>Inclusion Manager</p>	<p>On going</p>	<p>Teachers and support staff will become more skilled in teaching and supporting pupils with additional needs</p> <p>Reduced barriers to access the wider curriculum.</p> <p>More accessible mainstream provision for children with SEN</p>

			etc.			and disabilities.
Promote the development and extension of effective inclusive practice in school in the context of the Special Educational Needs and Disability Act, reducing barriers to educational access and raising pupil performance.	Collect data for pupils with additional needs / from vulnerable groups and use to set targets and monitor progress	Target Tracker Pupil progress meetings	Monitor progress of SEND children	Head teacher – pupil progress meetings  Class teachers  Inclusion Manager	Half termly	Reducing barriers to educational access and raising pupil performance.

## **4. Monitoring arrangements**

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

It will be approved by the Head teacher and the Governing body.

## **5. Links with other policies**

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

- Risk assessments
- Health and safety policy
- Disability and Equality Scheme
- Special educational needs and disability (SEND) Information Report
- SEND policy
- Supporting pupils with medical conditions policy



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	None	N/A	N/A
Corridor access	Wide for wheelchair access	None – maintain corridors are not cluttered		
Lifts	0	None		
Parking bays	1	None		
Entrances				
Ramps	0	None – Not necessary		
Toilets	1 with disabled access 2 with platforms and steps	Ensure toiles are accessible to the children as they move to new classes.		
Reception area				
Internal signage				

Emergency escape routes				
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