

At Springfield Community Primary School our vision and values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to recognise everyone's uniqueness and success and are committed to improving children's confidence and self-esteem. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our accessibility plan is written in accordance with our Equalities Policy.

Our School Vision

Learn together, grow together is our school motto and is expressed in every aspect of our work.

- We aim to develop thoughtful, respectful citizens who demonstrate kindness and tolerance towards others and are fully prepared to play a positive role in our ever changing global society.
- We aim for all children to achieve both educational and personal success and to leave Springfield with high aspirations and an absolute belief that they can succeed .
- We aim for all pupils to develop the ability to communicate and work effectively with others , to recognise that everyone has talents and that everyone matters .
- We want our children to come to school every day eager and happy to learn, to be proud of their learning and to take that love of learning with them into the next stage of their education .
- We aim for all pupils to achieve a strong sense of self-worth , to have a voice and to believe in themselves
- We empower our children to be resilient, motivated and determined to succeed, in an environment where they are known and believe they matter .

Springfield Community Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

Equality Act 2010

Improving access to education and educational achievement for disabled pupils is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The Equality Act 2010 and related Equality Duty 2011 reiterate the duty upon schools as laid out in the previous Disability Discrimination Act 1995. All schools have a duty to produce an accessibility plan. Schools must implement accessibility plans, which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.

KEY PRINCIPLES AND DEFINITIONS

Disability: The Equality Act 2010 defines a disability as “when a person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”. This broad description covers physical disabilities, sensory impairments, such as those affecting sight or hearing, and

learning disabilities and also some specified medical conditions; HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Discrimination: A public body (in this case, a school) must not disadvantage a disabled pupil because of something that is a consequence of their disability.

An Accessibility Plan should also seek to protect pupils against indirect discrimination – a school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only.

Contextual Information

All classrooms are on the ground floor and the school has a lift to access smaller group rooms upstairs. Ramps are available to access areas where there are steps, including the playground and entrances to the school. The only part of the school that is not accessible for wheelchair access is the entrance to the Nursery from the school playground. However a ramp has been installed which would allow us to quickly make adjustments if this became necessary. Two disability toilets are available, one for staff and one for children.

The Nursery building presents some challenges, eg it hasn't got a disability toilet. However the school is able to make adjustments if required to facilitate a wheelchair user.

The Current Range of Disabilities within Springfield Community Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, ADHD and significant medical needs. We also have a small number of parents who have disabilities associated with mobility.

Current practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided. Our SENCO meets regularly with parents of children who have a disability or health condition. Relevant information is shared and training provided. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

There are no areas of the main school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Lunchtimes have been organised to ensure there are calm, quiet spaces. Some aspects of extracurricular activities present particular challenges, for example trips into London which involve going on public transport. However we always ensure children access these by providing extra resources including taxis and extra adults.

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments. We support parents by carrying out home visits and telephone updates.

Accessibility Plan

This plan sets out the proposals of the school to secure appropriate access to education for disabled pupils in the three required key areas of; curriculum, environment and information;

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.

- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The headteacher and LAB members are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan and reporting back to the Central Governing Body.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into Foundation Stage each year	To identify pupils early who may need adapted or additional provision	May to July annually	HT EYFS Leader and teachers	Provision set in place ready for when the child/ren start school
To ensure all staff, including new staff receive training in how to support children with ASD in the classroom	Training for new staff, including NQTS Provide regular updates for staff working with ASD pupils Support from SENCO	Ongoing	HT/SENCO	Staff feel confident supporting children with ASD
To ensure pupils with disabilities have opportunities to engage in wider opportunities, beyond the classroom	Involve pupils with disabilities in sports competitions Work closely with parents to ensure pupils with disabilities can take part in residential trip.	Ongoing	HT/SENCO	Pupils with disabilities have access to rich curriculum experiences
To ensure that pupils develop positive views of people with disabilities and an awareness of disability equality	Promote positive messages about disabled people in school through visual displays, visitors and in materials used in lessons Ensure pupils with disabilities in school are recognised for a range of talents/abilities in assemblies/lessons Review school curriculum to ensure there are planned opportunities to raise awareness of disability equality	Ongoing April 18	HT/class teachers/support staff	Pupils leave school having developed positive views of pupils with a range of disabilities

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
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To ensure that pupils with ASD are well supported in school	Create a sensory space for children with ASD when they need time away from the classroom	April 18	SLT, SENCo, all teaching staff	ASD pupils are making good progress
To ensure that school environment recognises the need of visually impaired children	Paint white doors a different colour Ensure strips on steps are kept in good condition	July 18	School keeper, headteacher	The school environment addresses need of visually impaired pupils

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats, where needed Be aware of support offered by HLT for providing information in alternative formats when required or requested. Provide translators where needed	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Headteacher/SENCO/	All barriers linked to disability for parents and carers to engage in their child's education are removed

Linked Policies This Plan will contribute to the review and revision of related school policies, e.g

- School development plan
- SEN policy
- Curriculum policies.
- Health & Safety Policy

Monitoring and Evaluation

Annual update to LAB from headteacher