



# Springwell Learning Community Accessibility Plan

Reviewed: November 2019  
Due for review: November 2021  
Senior leader responsible: Executive Vice Principal-Care

# **Springwell Learning Community Accessibility Plan**

## **Purpose of the Plan**

The purpose of this plan is to show how Springwell Learning Community is able to meet the needs of pupils, staff, parents and visitors regardless of disability.

## **Definition of Disability**

A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Legal Background**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a. He or she has a physical or mental impairment, and
- b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The plan sets out the proposals of the Governing Body of the school to ensure access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum (this 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 (this 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. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, text books 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.

Springwell Learning Community aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, 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. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look to ways to improve accessibility through data collection, questionnaires and parental discussions.

### Contextual Information

All sites for the school are one storey and have disabled facilities and toilets – all sites but our Kendray base are modern buildings and designed to meet with current legislation. Wheelchair access is available into the buildings. There is disabled parking on all sites. All areas of the school grounds are accessible to wheelchair users, although some areas of the playing fields will require adult supervision for wheelchair users. At present we do not have any pupils using a wheelchair.

### The Current Range of Disabilities within Springwell Learning Community

The school has pupils with a range of disabilities which include moderate and specific learning difficulties. When pupils enter the school with specific disabilities the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of pupils who have medical needs and staff are aware of these pupils. One pupil has diabetes and is insulin dependent. Medication is kept in the First Aid room and administered by a fully qualified First Aider with specific training in insulin delivery.

A number of staff hold current First Aid certificates and this is sign-posted throughout the school. All medication is kept centrally and securely. Administration of Medicines consent forms are filled in by parents/carers outlining the amount and time of medication. All medication given is recorded.

### Improving Access to the Physical Environment

| <b>Targets</b>  | <b>Actions</b>   | <b>Timescale</b> | <b>Responsibility</b>                 | <b>Outcomes</b>   |
|---|--|------------------|---------------------------------------|---|
| School is aware of the access needs of disabled pupils, staff and visitors. | Access plans for individual disabled pupils, staff and visitors are circulated to relevant people. | Ongoing          | SLT/SLT/Executive Vice Principal-Care | Individual plan in place for all disabled pupils and all staff are aware of all pupils' access needs. |
| School staff are better aware of access issues.                             | Provide information to staff on disability and equality for all.                                   | Ongoing          | Principal/Governing Body              | Raised confidence of staff and governors in commitment to meet our access needs.                      |
|   |  | Ongoing          |                                       |   |

|  |   |                        |                                     |   |
|--|---|------------------------|-------------------------------------|---|
| All building work has considered accessibility guidance.                 | Share accessibility plan with relative personnel.   |                        | SLT/Governing Body                  | Ongoing improvements in access to all areas when undertaking routine and maintenance works.                       |
| Improve signage and external access for visually impaired people.        | Paint white strips on edge of all external steps.   | Ongoing                | Site team                           | Visually impaired people feel safe in the grounds.  |
| Ensure that all disabled pupils can be safely evacuated in an emergency. | Put in place Personal Emergency Evacuation Plans for all pupils.<br><br>Develop a system to ensure all staff are aware of their responsibilities. | Ongoing<br><br>Ongoing | SLT<br><br>Principal/Governing Body | All disabled pupils, staff and visitors and staff working with them are safe and confident in event of fire.      |
| Ensure all escape routes are suitable for all.                           | Monitor success and issues during standard fire practice and amend if necessary.  | Ongoing                | Fire Safety Officer                 | All disabled staff, pupils and visitors are able to have safe and independent evacuation in emergency situations. |

### Improving Access to the Curriculum

| <b>Targets</b>  | <b>Actions</b>  | <b>Timescale</b>   | <b>Responsibilities</b>              | <b>Outcomes</b>   |
|---|---|--|--------------------------------------|---|
| Increase confidence of staff in differentiating the curriculum.   | Undertake audit of staff training needs on curriculum access.<br><br>Plan training schedule to meet the needs of the staff. | Ongoing due to staff turnover and the arrival of new pupils. | SLT/Executive Vice<br>Principal-Care | Raised confidence of staff in strategies for differentiation and increased pupil participation. |
| Ensure TAs have access to specific training on disability issues. | Use staff audit to identify TA training needs and inform Professional Development process.                                  | Ongoing due to staff turnover and the arrival of new pupils. | SLT/Executive Vice<br>Principal-Care | Raised confidence of staff in strategies for differentiation and increased pupil participation. |
| Ensure all staff are aware of disabled pupils' curriculum access. | Dissemination of information.   | Ongoing  | SLT/Executive Vice<br>Principal-Care | All staff aware of individual pupils' needs.  |

|   |  |         |                                   |  |
|---|--|---------|-----------------------------------|--|
| Ensure all school trips/visits are accessible to all. | Develop guidance for staff on making trips accessible.   | Ongoing | Principal/Governing Body          | All pupils in school are able to access all school trips and take part in a range of activities. |
| Involve TAs in lesson planning and inclusion.         | Help TAs to establish subject specific skills.<br><br>Establish joint TA/Teacher planning opportunities. | Ongoing | SLT/Executive Vice Principal-Care | A team of TAs with a suite of skills to address the needs of pupils.                             |

## Improving Access to Information

| <b>Targets</b>  | <b>Actions</b>  | <b>Timescale</b>       | <b>Responsibilities</b>           | <b>Outcomes</b>  |
|---|---|------------------------|-----------------------------------|--|
| Review information sent to parents/carers to ensure it is accessible.   | Review all letters home to check reading age/Plain English.<br><br>Produce letters in alternative formats e.g. large print, Braille, other languages. | Ongoing<br><br>Ongoing | Principal                         | All parents receive information in a format they can access.                           |
| Ensure all staff are aware of guidance on accessible formats            | Distribute guidance on good practice in accessible formats.<br><br>Provide guidance to staff on dyslexia and accessible information.                  | Ongoing<br><br>Ongoing | SLT/Executive Vice Principal-Care | Staff produce routine information to pupils in more accessible ways.                   |
| Inclusive discussion of access to information in all Annual Reviews.    | Ask parents/carers and pupils about access to information and preferred formats in all reviews.<br><br>Develop strategies to meet needs.              | Ongoing<br><br>Ongoing | SLT/Executive Vice Principal-Care | Staff more aware of pupils' preferred methods of communication.                        |
| Pupils become more aware of their own learning styles and access needs. | Include access to information re: learning needs.<br><br>Encourage pupils to express their access needs   | Ongoing<br><br>Ongoing | All teacher                       | Pupils able to articulate their access needs and understand their own learning styles. |

|  |                              |  |  |  |
|--|------------------------------|--|--|--|
|  | and explore learning styles. |  |  |  |
|--|------------------------------|--|--|--|