

SPRINGHILL CATHOLIC PRIMARY SCHOOL

We strive to achieve excellence in all that we do as we follow the Gospel values of Jesus Christ.



Together, we will do our best for Jesus.

ACCESSIBILITY PLAN 2022-2025

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Adopted by the Governing Body: October 2022

Next review: 2025

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, staff, parents and visitors.

Our school aims to treat all members of its community fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request. It will be drawn up to cover a three-year period and updated annually.

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.

School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The action plan for physical accessibility relates to the Access Audit of the school which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this particular Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

The plan will be monitored through the Curriculum and the Building and Finance Committees of the governing body.

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.

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.

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>All after school activities are planned to ensure all pupils may participate.</p> <p>Training is provided for teachers on how to effectively differentiate the curriculum and implement appropriate support strategies e.g. precision teaching.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We act on advice and recommendations from outside agencies.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	Regular training for staff with 1:1 support responsibility	<p>SENCO and SLT to use monitoring information to provide targeted support for 1:1 LSAs</p> <p>Half-termly meetings to discuss issues and concerns</p> <p>Training for teachers on working with and supporting 1:1 LSAs e.g. use of daily communication books</p> <p>Specific training for 1:1 LSAs new to the role/school</p>	SENCO SLT	Ongoing	<p>1:1 staff have the knowledge and skills to confidently support pupils with significant additional needs</p> <p>Class teachers provide planning and direction for 1:1 staff that maximise learning opportunities on a daily basis</p> <p>Children with significant additional needs achieve their EHCP targets</p>
		Appropriate outdoor resources to be available for children	Review and provision of outdoor resources for gross motor and	SENCO SLT	December 2019	Children develop the necessary gross motor skills and strength to

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Classrooms are organised to promote the participation and independence of all pupils.</p>	<p>with a delay in their physical development</p>	<p>physical development when child transitions from pre-school and the previous key stage e.g. appropriate bikes and climbing apparatus in Foundation Stage</p> <p>Review of large playground apparatus and resources available during playtimes</p>	<p>PE Leader</p>		<p>have a positive impact on skills in other areas e.g. handwriting, PE</p> <p>All children benefit from and feel included in the social aspects and enjoyment of outdoor play</p>
		<p>Curriculum resources to include examples of people with disabilities</p>	<p>Subject leaders to ensure resources include representations of people with disabilities as appropriate</p>	<p>Subject leaders</p>	<p>April 2020</p>	<p>All children, staff, parents and visitors feel welcome and included in our school community</p> <p>Pupil and staff have knowledge of different disabilities and a greater understanding of how to support those who may have a disability</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils, staff, parents and visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Reception desk at wheelchair-accessible height • Appropriate chairs for staff 	<p>Ensure needs of children with a disability related to mental impairment or long-term health issues are known and addressed</p>	<p>Seek views of parents and children to identify any current issues (termly meetings with SENCO and include on Individual Health Care Plans)</p> <p>Include any resulting actions on reviewed Accessibility plan</p>	<p>SENCO Office staff</p>	<p>April 2020</p>	<p>Difficulties and issues experienced by children, staff and parents with long-term mental impairments or health issues are identified and addressed</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.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Large print resources • Picture Exchange Communication System • Makaton signing • Visual diaries 	<p>Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested</p>	<p>Review all current school publications and promote the availability in different formats when specifically requested</p>	<p>Office team SENCO</p>	<p>Ongoing</p>	<p>All school information available for all who request it</p>
		<p>Respond to needs of new intake or staff each year who have a sight or hearing impairment</p>	<p>Signage – include Braille where necessary</p> <p>Enhanced reception for hearing impaired – gain advice from advisory teacher on adding a</p>	<p>SENCO Site staff</p>	<p>Ongoing</p>	<p>Children and staff with a sight or hearing impairment are able to communicate their needs to others and participate in all</p>

			hearing loop to Reception, classrooms, music studio and hall			learning opportunities and school activities
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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 school governing body.

Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				