



## Springfield Community Primary School Accessibility Plan 2024 - 2025

*“Springfield is a caring, supportive, and innovative school where everyone is recognised and appreciated as an individual. The golden thread running through our vision is the mental health and wellbeing of our school community. By creating a safe, supportive, and relational environment for all, we enable our children to be ambitious and to reach their full potential, so that they can take their place in their community and in the wider world.”*

### **Purpose of the Plan**

The purpose of this plan is to show how Springfield Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

### **Definition of Disability**

A person has a disability 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 carry out normal day to day activities.

### **Legal Background**

From September 2002, the Disability Discrimination Act 1995 (DDA) outlawed discrimination by schools and Local Authorities (LA) against either current or prospective disabled pupils in their access to education. It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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. e.g. 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.

Springfield Community Primary School 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.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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

### **Contextual Information**

The whole school building and playground is accessible for a child in a wheelchair. The full school, including all classrooms are on a single level allowing freedom of mobility for wheelchair users.

### **The Current Range of Disabilities within Springfield Community Primary School**

- The school has or currently has children with a limited range of disabilities which include Autistic Spectrum Condition, ADHD, dyslexia, Tourettes Syndrome and medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the LA, NHS and other professionals for assessments, support and guidance for the school and parents.
- We have a large minority of children who have asthma, and all staff are aware of these children. Inhalers are kept in bum bags and are with the child at all times during school hours, whether at school or on an educational visit.
- All pupils with asthma or other medical conditions have a Care Plan which is completed by school staff and parent.
- Some children have allergies or food intolerances/cultural food choices.
- All medical information is collated and available to staff, on the staff noticeboard, the Headteacher's office and next to the central first aid point by the hall.
- All staff are First Aid trained every three years including selected staff also being trained for Paediatric First Aid.
- All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Springfield Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Springfield Community Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after- school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or **equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary - this covers - improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

This Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:

- [Relationship Policy](#)
- [Single Equalities Policy](#)
- [Health & Safety Policy](#)
- [Special Educational Needs Policy and SEND report.](#)

## Springfield Community Primary School Accessibility Plan 2024 - 2025

Targets	Strategies	Outcome	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going	

<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training for staff as needed.	Staff enable all children to access the curriculum.	On-going	
To ensure that all children can access all out of school activities. e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCo.	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
<b>WRITTEN/OTHER INFORMATION</b>				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	

Review date: September 2025