



Springwell
Harrogate

Accessibility Plan

2022-24

Approved by: LGB

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

The plan will be made 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.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement.

3. Action plan

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

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
1. Improve and maintain access to the physical environment	Where possible, the environment has been adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ground floor teaching areas / classrooms are on a single level and are wheelchair accessible • Doorways in teaching areas allow wheelchair access 	Ensure all areas of the building have disabled access	Arrange survey to assess feasibility / options for making downstairs areas accessible	Adam McDermott (Estates)	July 22	Options identified and costed
		Prioritise disabled parking	Identify most suitable bay for disabled access Mark disabled bay	Adam McDermott (Estates)	July 22	Disabled bay identified
		Identify and signpost disabled toilet facilities	Ensure disabled accessible facilities are clearly marked	Adam McDermott (Estates)	July 22	Signs up

AIMS	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>2.</p> <p>Increase access to the curriculum for pupils with a disability</p>	<p>We ensure our curriculum is geared towards the individual:</p> <ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils, where needs are identified and adjustments made to ensure access ● Curriculum resources are tailored to enable learners to access them, these alterations are done in accordance to identified needs and best practice ● Curriculum progress is tracked for all pupils, ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>1) To identify needs of individuals, through discussions with home schools, and ensure there is continuation of interventions between home school and ourselves.</p> <p>2) To ensure all learners can access the appropriate curriculum</p> <p>3) To ensure differentiation is appropriate for all learners</p>	<p>1) In pupil initial meetings discuss the needs of the learner with parents and home school, ensure students have access to the support and style of support offered in previous school, build on this information and share best practice with staff in student briefings.</p> <p>2) Complete training on differentiation which will be delivered by SENCO to ensure best practice is deployed for learners.</p>	<p>1) ABy</p> <p>2) All Staff</p>	<p>1) End of HT-3 2022</p> <p>2) Ongoing</p>	<p>1) New PIM document to be used in meetings, information to be placed on IPP document, information shared in briefings and minutes.</p> <p>2) Improvement of use of differentiation, not only in tasks, but in the use of support, resources which improve support</p>

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<p>3. 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"> ● Internal signage ● Large print resources ● Braille ● Induction loops ● Pictorial or symbolic representations ● Use of overlays to support access to reading resources ● Use of appropriately coloured paper in lessons to support access to learning materials 	<p>1) To ensure school information materials are accessible to all</p> <p>2) To ensure we have clear plans in place for any learners requiring more specialist support</p>	<p>1) Make sure all information is available in large print, readily translatable and able to be received in braille if required</p> <p>2) Identify the needs of learners in PIM meeting, ensure changes are in place before individual accesses the building</p>	<p>1) ABy, PSA and Admin</p> <p>2) ABy, PSA.</p>	<p>1) Ongoing</p> <p>2) End of HT-3 2022</p>	<p>1) Availability of materials</p> <p>2) New PIM document to be used in meetings, information to be placed on IPP document, information shared in briefings and minutes. Impact of this to be measured moving forwards.</p>

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 Governing body

5. Links with other policies

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

- Risk assessment policy
- 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