



Springfield School Accessibility Plan 2023-2026

Date approved: December 2023

Review: December 2026

Aims/objectives

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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. This 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 this 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.

Legislation and guidance overview

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

Aim	Current good practice	Improvement action(s)	By whom (date)
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The curriculum at Springfield is adapted to the needs of pupils as required. This includes (not exhaustive):</p> <ul style="list-style-type: none"> ● We work closely with external services such as 'Portsmouth's Visual & Hearing Team' and the 'Neuro-diversity in Schools Project' to ensure individuals are in receipt of the appropriate support and our whole school practice is inclusive of everyone's needs ● Individual pupils have plans in place to ensure relevant staff are aware of their needs and ways in which to support them ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum (e.g. modified texts/paper colour) ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to make sure it meets the needs of all pupils ● exam concessions and support systems (e.g. read/write/venue changes) are used as applicable/required 	<ul style="list-style-type: none"> ● continue to work with all stakeholders to improve and quality assure our inclusive practice ● to ensure all pupils, including those with disabilities, continue to have fair access to the curriculum (reviewed as part of ongoing annual reviews or otherwise) 	<p>SENCo (ongoing)</p> <p>SENCo (ongoing)</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment at Springfield is adapted to the needs of pupils as required. This includes (not exhaustive):</p> <ul style="list-style-type: none"> ● wheelchair ramps where possible on the ground floor only ● visual warnings (yellow markings) on all obstructions/edges such as steps/stairs and pillars and contrasting door/wall colours ● adaptations made to SEN teaching rooms (including our sensory room) ● height adjustable tables in specific rooms ● disabled parking bays ● disabled toilets and changing facilities ● library shelves at wheelchair-accessible height ● minibuses with provision for wheelchair access 	<ul style="list-style-type: none"> ● obtain feedback from students as applicable via discussion and any formal review meetings ● maintain an 'active review' of all provisions throughout ● give due consideration to this plan and other related guidance as part of the potential 'new build' discussions/proposal 	<p>SENCo (July 2024)</p> <p>N. Waites/H&S Officer (ongoing)</p> <p>N. Waites/SPY (July 2024/ongoing)</p>

	<ul style="list-style-type: none"> ● provision of defibrillators in strategic positions within school 		
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information and learning is accessible to all. This includes:</p> <ul style="list-style-type: none"> ● internal signage ● large print resources ● paper colour/resource amendments ● braille ● pictorial or symbolic representations ● bespoke exam concessions/support systems and adjustments 	<ul style="list-style-type: none"> ● procure and install a suitable hearing induction loop within the school's reception area ● keep these provisions under review to ensure consistency of application 	<p>N. Waites (July 2024)</p> <p>SENCo (ongoing)</p>