

Accessibility plan

Springside Primary Special School



Approved by: Governing Body

Date: October 2023

**Shared with staff
and parents on:** October 2023

Next review due by: February 2026

**Committee
responsible:** Learner and curriculum

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

Our school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners 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 specific disability issues taking into consideration we are a Special School.

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.

We have included a range of stakeholders in the development of this accessibility plan, including learners, parents, staff and governors of the school.

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 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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice	Actions to be taken
Springside is a purpose built building, created in 2007 catering for learners with complex and profound learning difficulties and needs. The building is one level.		
<p>Access to the curriculum for learners with a disability</p>	<p><i>Our school offers a differentiated and personalised curriculum for all learners</i></p> <p><i>Our School offers bespoke pathways dependent on the learner's needs</i></p> <p><i>Our School use resources tailored to the needs of learners who require support to access the curriculum.</i></p> <p><i>Our School has a range of specialist facilities and rooms to support learners with a range of needs</i></p> <p><i>Our curriculum resources include examples of people with disabilities</i></p> <p><i>Visual and hidden</i></p> <p><i>Curriculum progress is tracked for all learners</i></p> <p><i>Targets are effectively set and reviewed frequently to ensure they are appropriate for learners with a range of additional needs.</i></p> <p><i>Our curriculum is reviewed at least annually to ensure it meets the needs of all learners.</i></p> <p>Transition to Springside is designed by the early help team in conjunction with the class teachers and families</p> <p>Phased transitions over 4 weeks are offered to all learners to ensure the learner is mentally able to cope with the changes</p> <p>Each learner joins a Phase dependent on their needs and abilities</p> <p>Resources purchased linked to SDP to reflect current needs</p> <p>Displays will reflect a diverse range of needs and abilities</p> <p>All learners progress will be captured using an appropriate assessment tool</p>	<p>Ensure Phases 1 and 2 of the innovation project allow for all aspects of our curriculum to be offered</p> <p>Creation of safe space for administration of medication to take place</p> <p>Learners in Chameleon class to access Springside building for;</p> <p>Daily mile</p> <p>Specialist facilities</p> <p>Whole school assemblies and events</p> <p>Specialist interventions e.g. hydrotherapy, Thinc</p> <p>Reviews to take place half termly</p>

	<p>Curriculum review every 12 months to reflect current cohort</p> <p>Reviews are held for new to Springside learners in the first term</p>	
Maintain access to the physical environment	<p><i>The environment is adapted to the needs of learners as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Shelves at wheelchair-accessible height</i> • <i>Specific provision to meet the range of needs</i> • <i>All learners have a PEEP to identify how they safely vacate the building in case of an emergency (reviewed termly)</i> • <i>All learners who require support with aspects of personal care have a detailed intimate care plan and feeding/drinking plan</i> • <i>Early help team liaise closely with the relevant agencies to ensure they meet the medical needs of the learners e.g. CCNT, dieticians, paediatric consultants</i> 	<p>Ensure Phases 1 and 2 of the innovation project allow for all learners to access the relevant parts of Moorehouse building</p> <p>Creation of bus parking bay</p> <p>Creation of safeguarding screen and fence-Surestart</p> <p>Creation of fobbed door access</p> <p>Creation of smooth ramp to exit building</p> <p>Creation of one level flooring inside and out</p> <p>Creation of care facility and accessible toilets</p>

Delivery of information to learners with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Signalong</i> • <i>Boardmaker symbols</i> • <i>Symwriter symbols</i> • <i>Objects of reference</i> • <i>Olfactory cues</i> <p><i>Information to share with staff members are readily available in the learner's health and wellbeing folders.</i></p> <p><i>Information readily available;</i></p> <ul style="list-style-type: none"> • <i>Personal care plans</i> • <i>Personal learning plans</i> • <i>Barriers to learning plans</i> • <i>Communication passports</i> • <i>Peeps</i> 	<p>1 page summaries for policies in child friendly speak</p> <p>Ensure Phases 1 and 2 of the innovation project allow for all learners to access the relevant information</p> <p>Safeguarding notices and fobs</p> <p>Use of walkie talkies across school</p>
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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 learner and curriculum committee.

5. Links with other policies/guidance

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

- Safeguarding policy
- Keeping children safe in education
- Risk assessment guidance for staff and learners
- Health and safety policy

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