



# Accessibility Plan

## Springfield Junior School

### Schools' Planning Duty

This Disability Equality Scheme and Accessibility Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Schools are required to carry out accessibility planning for all members of the school community with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- **To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and**
- **To prepare and publish a Disability Equality Scheme to show how they will meet these duties.**

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

### Our School's Aims

At Springfield Junior School we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, 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.

In drawing up its Accessibility Plan the school makes the following commitment:

- To improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- To increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural



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activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- To improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents/carers 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.

### **Implementation and Review**

It will be the responsibility of the whole school community to implement the Disability Equality Scheme in a manner which promotes the inclusive ethos of our school.

The Disability Equality Scheme will be reviewed annually by the Governing Body. The Accessibility Plan (Appendix 2) will cover a three year period, with an annual Accessibility Audit (Appendix 1) taking place in line with the review of the Disability Equality Scheme. The outcomes of the Accessibility Audit will be addressed and planned for in a review of the Accessibility Plan.

The production of this Disability Equality Scheme provides a framework for the implementation of integrating disability equality into all aspects of school life. The specific actions currently being taken to improve accessibility are agreed following the Accessibility Audit (Appendix 1) and are detailed in the Accessibility Plan (Appendix 2).

### **Consultation with members of the school community with disabilities**

Springfield Junior School will consult with children with disabilities, staff and service users in the ongoing development of the Disability Equality Scheme by:

- SEND Learning Plan reviews with children with SEND and their parent(s)/carer on a termly basis
- Annual Reviews with children and their parent(s)/carer for children with Education, Health and Care Plans
- Analysis of available school disability data
- Analysis of a range of Local Authority/Specialist Organisations reports which examine the experiences of children with disabilities
- Meeting with parents/carers at consultation evenings

### **Developing a voice for children, staff and parents/carers with disabilities**

Springfield Junior School is developing opportunities for children, staff and parents/carers with disabilities by:



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- Including children and parents/carers in review meetings
- Providing school questionnaires regarding accessibility to all members of the school community
- Class teachers discussing issues regularly with children (via Social, Moral, Spiritual and Cultural Education)
- Use of the School Council
- Having a cycle of agenda items at Governing Body meetings to discuss issues.

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

Springfield Junior School seeks to establish close working relationships with its feeder infant school. Transition arrangements are made in the summer term before the children start school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Local Authority, outreach services, health professionals and Educational Psychology Service, the SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Educational Psychologist Service
- Speech and Language Therapy Service
- School Nursing Service
- Occupational Therapy Service
- Primary Mental Health Practitioners
- Access and Assessment Team
- Specialist Education Services
- Community Paediatricians
- Social Care
- Family Support Practitioners
- Sensory Support Services
- Physiotherapy Team
- SENDAT (Special Educational Needs and Disabilities Academy Trust)



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The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

### **Training and Qualifications to support Accessibility**

The school's Teachers, Teaching Assistants and Mid-Day Assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Individual physical needs, such as those associated with Cerebral Palsy or specific medical conditions
- Individual medical needs, such as diabetes and epilepsy
- Individual social communication needs, such as Autism
- Individual learning needs, such as dyslexia
- Individual sensory needs, such as hearing loss, visual impairment - The school has a member of staff trained in British Sign Language. Specific training is provided for staff supporting children with visual impairments according to individual needs.
- Individual speech and language needs  
to individual needs.
- Individual social, emotional and mental health needs –All staff are trained in the Thrive Approach and we have a Thrive practitioner and a member of staff who has commenced the Thrive Apprenticeship qualification.

### **Facilities and Support in place**

Facilities and support currently on offer at the school include:

- Breakfast clubs
- A range of extra-curricular clubs at lunchtimes and after school
- Inclusion Team providing sessions in school to support families
- Family Support Worker based in school
- Nurture groups
- Thrive sessions and groups
- Speech and Language sessions and groups
- Interventions to support learning needs as appropriate to individuals
- Physio therapy as appropriate to individuals



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- Early Help Assessment and Team Around the Child (TAC) process
- Mental Health Sessions
- Referrals to outside agencies as appropriate to individual needs

Access arrangements are made on an individual basis to ensure all children who need support are able to access the appropriate support, e.g. additional staffing is put in place to enable children to access some forms of support.

### **Encouraging participation in school life by people with disabilities**

Springfield Junior School ensures that children with disabilities are represented and encouraged to participate in all aspects of school life including:

- Assemblies
- Performances
- Sports activities
- School council
- Governing body
- Extra-curricular activities
- School visits

Children with disabilities are included fully in school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity. Where a risk is identified related to an individual's needs, reasonable adaptations will be made to enable the child's participation as much as possible whilst ensuring the safety of all participants is not compromised.

For example, when planning for a residential visit, school will seek advice and make reasonable adaptations to ensure these needs are met. Where these needs cannot be met through reasonable adaptations, it may be necessary to make other reasonable adaptations to the visit, such as arranging for the pupil to attend on a daily basis.

### **Eliminating harassment and bullying**

Springfield Junior School has an anti-bullying policy. The policy makes specific reference to the vulnerability of children with SEN and/or disabilities.

### **Promoting positive attitudes towards people with disabilities**

Springfield Junior School promotes positive attitudes towards people with disabilities by:

- Ensuring displays and resources reflect diversity
- The curriculum positively promoting difference
- Teachers taking into account SEND Support Plans when planning lessons
- Use of outside agencies to support staff training



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- Using newsletters and web pages to promote policies.

### Removing barriers to learning

Springfield Junior School removes barriers by:

- Making all areas of the school accessible. The school is on a single floor. There is a disabled toilet and accessible shower room.
- Not excluding children with disabilities from school trips unless a full risk assessment indicates that reasonable adjustments cannot diminish risks to participants. Every effort will be made to make reasonable adjustments and occasions when participation cannot be made safe will be rare. If this situation does occur, staff will work closely with parents/carers and outside agencies to provide a similar safe learning opportunity.
- Additional staff are allocated to accompany solely those children with specific needs on school visits.
- Wheelchair access bus/coach transport is used if required.
- Risk assessments are carried out for chosen visit locations.
- Having appropriate seating and desk support available to provide necessary back support where required.
- Seeking ICT assessments as appropriate to support needs.
- Operating a Teaching and Learning Policy that requires all lessons to be adapted to accommodate the capabilities and disabilities of children.
- Teachers are provided with information specific to individual children.
- Ensuring children with disabilities have access to extra curricula activities.
- Should it become necessary, Braille signs for visually impaired children will be installed.
- Should it become necessary, a sound loop for hearing impaired children will be installed.
- Should it become necessary, specific reasonable adjustments will be made to classrooms and teaching areas in response to individual access needs
- Using coloured backgrounds on Interactive Whiteboards to aid children with specific learning difficulties.
- Teachers adapting, where possible, resources and techniques to suit a wide range of learners.
- Ensuring all children have equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children.
- Following SATs access guidelines to ensure that children with disabilities have the same opportunities as their peers.
- Having strong links with external partners e.g. Advisers, Specialist Education Services, Social Service, Health Service, Speech and Language therapists, Specialist teachers.



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- Support and training for staff on teaching children with additional needs as appropriate.

### **Ensuring accessibility for all members of the school community**

Springfield Junior School ensures accessibility for all members of the school community by:

- Making all areas of the school accessible.
- Providing accessible car parking space where possible
- Making drop off / collections arrangements on an individual basis for parents/carers of children with disabilities or for parents/carers whom have disabilities themselves.
- Ensuring events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school.
- Governor meetings and some meetings with parents/carers. Where the need arises, these meetings are held in alternative, accessible meeting rooms.

### **Impact Assessment**

Springfield Junior School undertakes Disability Equality Impact Assessments through:

- The school will use existing procedures for reviewing the impact of provision for children with disabilities e.g. SEND Learning Plan Reviews and Annual Reviews of Education Health Care Plans.
- External validation e.g. Parent/community surveys.
- Parents/carers and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters. The School and Governors consult with parents/carers through questionnaires.

### **Disability Data Collection and Analysis**

Springfield Junior School currently collects the following disability data for all children, including those with additional needs:-

- Admission forms
- The total number of children with disabilities
- Home and contact details
- Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching.
- Attainment and progress data
- Medical information and related Medical Care Plans In addition to this, for children with additional needs:
  - SEND Learning Plans / Annual Reviews of Education Health Care Plans.
  - SEND Register



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- Individual SEND files including reports from outside agencies

### **For staff:**

- The total number of disabled staff
- Number of appointments of disabled staff

### **Analysis and monitoring:**

- The above data is reported to the following bodies as appropriate:
  - Governing body
  - School Leadership Team
  - Local Authority.

Prepared by:

Jo Viner  
Headteacher  
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