

ACCESSIBILITY PLAN



Reviewed by:	Executive Headteacher
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1. Aims

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 pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination and identifying and removing barriers that may prevent disabled pupils from participating fully in school life.

At Spring Lane Primary School, our values underpin all we do. We have three core values: Integrity, Resilience and Respect. They form part of our everyday learning at school and support our children in developing the confidence to understand their own beliefs and values, respect others and make positive choices.

We respect the unique contribution every individual makes to our school community. Through our broad, balanced and ambitious curriculum, we aim for all children, including those with disabilities and additional needs, to leave our school as responsible, respectful and active citizens who understand and champion equality.

The school takes an anticipatory approach to accessibility. We seek to identify potential barriers to participation before they disadvantage pupils and make reasonable adjustments according to individual need. This includes consideration of curriculum access, the physical environment, communication and information, sensory and emotional needs, medical needs and the use of appropriate auxiliary aids and assistive technology.

The plan will be made available on the school website and paper copies will be available on request. Information can also be provided in alternative accessible formats where reasonably required.

The school is committed to ensuring staff receive appropriate training in equality, disability and inclusive practice and understand their responsibilities under the Equality Act 2010.

The school works in partnership with pupils, parents and carers, the Trust and relevant external professionals and agencies to identify and reduce barriers to access.

The school's Complaints and Resolution Policy covers concerns relating to accessibility. If concerns arise regarding accessibility, reasonable adjustments or access to provision, parents and carers are encouraged to discuss these with the school at the earliest opportunity.

A range of stakeholders informs the development and review of this Accessibility Plan, including pupils, parents and carers, staff, governors and, where appropriate, external professionals.

2. Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and has regard to relevant Department for Education guidance, including guidance relating to the Equality Act 2010 and the SEND Code of Practice: 0 to 25 years.

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The definition includes physical, sensory and mental impairments and may include long-term health conditions where these have a substantial and long-term effect on a person's ability to carry out normal day-to-day activities.

Schools have a duty to make reasonable adjustments for disabled pupils to prevent them being placed at a substantial disadvantage compared with non-disabled pupils. This duty includes consideration of auxiliary aids and services where these are reasonable and necessary.

The school recognises that the reasonable adjustment duty is anticipatory. Wherever possible, leaders consider likely barriers in advance rather than waiting for an individual pupil to experience disadvantage.

The Accessibility Plan supports the school's wider responsibilities for SEND, equality, safeguarding, medical needs and inclusion. It should therefore be read alongside the school's SEND Information Report, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy and other relevant policies.

This plan complies with the Trust's funding agreement and articles of association.

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 Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To increase the extent to which disabled pupils and pupils with additional needs can access and participate fully in the curriculum and wider life of the school.	Spring Lane Primary School is committed to an ambitious and inclusive curriculum for all pupils. Teachers use adaptive teaching and reasonable adjustments to remove barriers while maintaining high expectations. Individual needs are identified through assessment, observation, discussion with pupils and families and, where appropriate, advice from external professionals. Support plans/APDRs and	Ensure that disability or additional need does not unnecessarily limit access to an ambitious curriculum or wider school opportunities. Strengthen the consistency and impact of adaptive teaching and reasonable adjustments across all classrooms.	- Regularly review the accessibility needs of individual pupils. - Ensure reasonable adjustments are clearly identified and communicated to relevant staff. - Monitor adaptive teaching through learning walks, pupil voice, book scrutiny and SEND reviews. - Consider accessibility at the planning stage of educational visits and wider activities. ☑ Ensure adjustments promote	SENCo / SLT / Teachers	Ongoing – formally reviewed termly	Disabled pupils participate fully in curriculum and wider opportunities. Monitoring demonstrates that agreed adjustments are consistently implemented and reduce identified barriers. Pupil and parent voice demonstrates that pupils feel included and able to participate.

	EHCP provision are reviewed regularly. Pupils are supported to participate in educational visits, clubs, PE, performances and wider school opportunities.		independence rather than unnecessary adult dependency.			
To ensure pupils with speech, language, communication and interaction needs can access teaching, communicate effectively and participate fully in school life.	The school identifies communication and interaction needs through assessment, classroom observation and external professional advice where appropriate. Staff use visual support, adapted language, modelling, additional processing time and targeted interventions according to individual need.	Identify communication needs promptly and ensure appropriate strategies are embedded consistently across the school day.	• Continue appropriate screening and assessment. • Implement recommendations from speech and language therapists and other specialist professionals. • Use visual timetables, now-and-next boards, communication aids and adapted adult language where required. • Provide staff training according to current cohort and individual pupil need.	SENCo / Teachers / Support Staff	Ongoing – reviewed termly	Pupils demonstrate increased engagement, communication and independence. Communication needs present less of a barrier to curriculum participation and social interaction.

			• Monitor the impact of interventions and classroom adjustments.			
To reduce barriers experienced by pupils with literacy, reading, spelling and recording difficulties.	Teachers make reasonable adjustments according to assessed need. These may include adapted presentation of materials, appropriate font and print size, individual copies of texts, additional processing time and assistive technology. Technology may include laptops, tablets, speech-to-text or other appropriate tools according to individual need.	Ensure pupils can demonstrate their knowledge and access age-appropriate curriculum content without avoidable barriers caused by literacy or recording difficulties.	• Assess individual barriers rather than routinely applying the same adjustment to all pupils. • Provide assistive technology where appropriate and support pupils to use it independently. • Review the impact of adjustments through APDR/support-plan cycles. • Ensure accessibility is considered when producing classroom resources and assessments.	SENCo / Teachers	Ongoing – reviewed termly	Pupils access curriculum materials successfully and demonstrate their learning with increasing independence. Adjustments are evidence-informed and reviewed for impact.
To reduce sensory, emotional and regulation barriers that	The school provides pastoral support and access to appropriate calm and regulation spaces. Staff work with pupils, families	Ensure pupils can regulate successfully and return to learning while	• Review the use and effectiveness of regulation spaces. • Complete individual sensory/environmental	SENCo / Pastoral Lead / SLT	Ongoing – reviewed termly	Pupils increasingly use appropriate strategies to regulate and re-engage with

affect pupils' access to learning and school life.	and external professionals to understand individual sensory, emotional and regulation needs.	remaining included within school life.	assessments where required. • Use predictable routines, visual support, movement and regulation opportunities and individual reasonable adjustments according to need. • Ensure individual plans identify proactive strategies as well as appropriate responses when a pupil becomes dysregulated. • Provide staff development according to pupil and cohort need.			learning. Individual monitoring demonstrates improved engagement and reduced barriers arising from sensory or emotional needs.
To ensure pupils with physical disabilities and/or medical conditions can participate safely and fully in education.	Individual healthcare and support arrangements are developed where necessary in partnership with parents/carers and relevant healthcare professionals. Staff receive condition-specific training where required.	Ensure that physical or medical needs do not unnecessarily prevent participation in the curriculum or wider school activities.	• Review individual healthcare plans and risk assessments. • Identify required reasonable adjustments and auxiliary aids. • Ensure appropriate staff training is provided.	SLT / SENCo / Designated Medical Lead	Ongoing and following any change in need	Pupils with medical and physical needs participate safely and fully wherever reasonably possible. Staff understand and consistently implement required

			• Plan accessibility for educational visits, PE and extracurricular activities. • Establish Personal Emergency Evacuation Plans (PEEPs) for individuals where assessment identifies that one is required. • Review provision following any significant change in a pupil's medical or physical needs.			adjustments and emergency arrangements.
To improve the availability of accessible information for disabled pupils and, where appropriate, their families.	Information is communicated through a range of written, verbal and digital methods. Individual adjustments are made where accessibility needs are known.	Ensure essential school and curriculum information is available in an accessible form where reasonably required.	• Identify communication and accessibility needs at admission and when needs change. • Provide information in alternative formats where reasonably required, including enlarged print, simplified or visual information and accessible digital formats.	SLT / SENCo / Office Team / Teachers	Ongoing	Pupils and families can access essential information. Accessibility needs are identified promptly and appropriate formats or adjustments are provided where reasonably required.

			• Ensure staff consider accessibility when preparing letters, curriculum resources and digital communications. • Consider appropriate adaptations for pupils and families with sensory or communication needs. • Seek specialist advice where necessary.			
To ensure staff have the knowledge and skills necessary to identify and remove barriers experienced by disabled pupils.	Staff receive SEND and inclusion training and work with the SENCo and external professionals according to cohort and individual pupil needs.	Maintain and further develop staff confidence in reasonable adjustments, adaptive teaching and meeting increasingly complex needs.	• Use pupil need and monitoring to identify CPD priorities. • Provide targeted training in areas including autism, communication, sensory needs, physical and medical needs, SEMH and assistive technology as appropriate. • Share specialist recommendations effectively with all relevant staff.	Executive Headteacher / Head of School / SENCo	Annual programme with ongoing responsive training	Monitoring demonstrates that staff consistently implement appropriate adjustments and can explain the needs of pupils they support and the strategies used to remove barriers.

			• Ensure new staff receive appropriate information about individual pupils and reasonable adjustments. • Evaluate whether training results in improvements to classroom practice and pupil access.			
To ensure pupils and parents/carers contribute meaningfully to decisions about accessibility and reasonable adjustments.	Parents/carers and pupils contribute to SEND reviews and discussions about individual support and provision.	Strengthen co-production and ensure adjustments take account of pupils' individual experiences and identified barriers.	• Gather pupil voice as part of APDR/support-plan reviews. • Discuss accessibility barriers and reasonable adjustments with parents/carers. • Seek feedback on the effectiveness of provision. • Include accessibility within wider pupil and parent voice activities where appropriate. • Review adjustments where feedback indicates that barriers remain.	SENCo / Teachers / SLT	Ongoing – reviewed termly	Pupils and parents/carers report that their views are heard and that agreed adjustments support access, participation and independence.

4. Monitoring arrangements

This Accessibility Plan will be formally reviewed at least every three years. However, the Action Plan will be monitored and reviewed annually and will be updated sooner where changes in pupil need, the physical environment, statutory requirements or school provision make this necessary.

Progress against the Action Plan will be monitored by the Executive Headteacher/Head of School, SENCo and the appropriate governing body.

Accessibility will also be considered through ongoing SEND monitoring, health and safety processes, curriculum monitoring, pupil and parent voice and the review of individual reasonable adjustments.

The school will keep the implementation of the plan under review and revise it where necessary.

The plan will be approved in accordance with the Trust's governance arrangements.

5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Trust Accessibility Statement
- Equality Information and Objectives
- SEND Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Risk Assessment Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Teaching and Learning Policy
- Admissions Policy
- Educational Visits Policy
- Complaints and Resolution Policy
- Emergency evacuation and fire procedures
- Individual Personal Emergency Evacuation Plans (PEEPs), where applicable

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All on 1 level	N/A		
Corridor access	All on one level with wide doors to access a wide corridor	N/A		
Lifts	N/A	N/A		
Parking bays	Disable parking bays at the front of the school	Ensure these parking bays used appropriately	Caretaker	On-going
Entrances	All on flat ground and double doors	N/A		
Ramps	Not required as no raised ground	N/A		
Toilets	Disabled toilet at the front of the school – accessible at all times	N/A		
Reception area	On one ground – flat and accessible. Signing in system is raised	Office staff to support with signing in should this be required	School Business Manager	As required

Internal signage	Clear and compliant and visible for all	Keep up to date and compliant	Caretaker	On-going
Emergency escape routes	All labelled and accessible at all times	Ensure routes are always clear	Caretaker	On-going