

## **SPRINGHEAD SCHOOL ACCESSIBILITY PLAN 2020**

Approved by Governing Body 24.11.20

### **Section 1: Vision statement**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. Each child or young person who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At Springhead School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school. The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace. Definition of disability under the Equality Act 2010 You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Equality Policy

- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims

<b>Aim</b>	<b>Current good practice Include established practice and practice under development</b>	<b>Objectives <i>State short, medium and long-term objectives</i></b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils	The pre-formal, semi-formal and adapted curriculum model is being monitored and evaluated to ensure pupils continue to make excellent progress towards challenging objectives	Ensure the effectiveness of the curriculum models. Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners	Subject co-ordinators	June 2020
Improve and maintain access to the physical environment	Sixth Form established March 2020. Continuing review of all sites to support pupil access to learning.	There are no access issues although there are plans to improve the sensory studios and outside (play / sport) areas to improve provision across the sites. Consultation with the LA re the building to support the needs of a young person with	Complete the planned improvements, review pupil access to ensure a positive impact on learning	SLT and working parties	June 2020

		significant challenging behaviours.			
Improve the delivery of written information to pupils	A small number of pupils can read. Most pupils communicate using augmentative systems such as Mayer Jonson / Communicate in Print	SLT is reviewing the effectiveness of communication profiles across the school	Complete the communication audit and update policy so that all pupils improve their communication skills	Literacy Co-ordinator	June 2020

### Section 3: Access audit

Feature (for example)	Description	Actions to be taken	Person responsible	Date for completion
Corridors	Sixth Form site has wide corridors free from obstruction Primary / secondary site has narrow corridors	Maintain  Ensure corridors are kept clear of obstructions	All staff	Ongoing
External front door	No longer fit for purpose and overdue for upgrade Code entry system needs to be accessible by wheelchair users	Automatic doors with enclosed lobby required on primary / secondary site Wheelchair-accessible code entry system needed on both sites Reception area should be wheelchair accessible on both sites	LA SLT	April 2018
Hoists	Not all teaching areas have hoists.  Hygiene suite on primary / secondary site has ceiling hoist  Appropriate facilities to be provided on Sixth Form site	All classrooms and hygiene suites should have ceiling hoists where ceiling height permits. Two mobile hoists required on each site Six-monthly service required for all hoists	Caretaker / SBM	Ongoing upgrades
Internal signage	Some multi-modal signs in situ on primary / secondary site	Large multi-modal signs to be in place	Caretaker / SBM / ATA	Ongoing

External areas	Some accessible play areas available for primary / secondary pupils	Development of large playground for secondary pupils Development of external areas for Sixth Form	All staff	Ongoing
----------------	---	--	-----------	---------