

## Our Vision

Every child is unique. In celebrating their differences, we recognise what they have in common – they all deserve an education that gives them the best opportunity to succeed and prosper.

## Introduction

Under the Equality Act 2010 it is a statutory requirement that all schools have an Accessibility Plan. Schools “cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Aims

This plan outlines the proposals of the governing body of Springfield Academy to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010.

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

## Responsibilities

### Governing Body

- To uphold and review the principles of the Equality Policy
- To monitor that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

The governing body also recognises its responsibilities towards employees with disabilities and will ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.

### Senior Leadership Team

- To ensure that the principles of the Equality Policy are upheld in practice
- To provide appropriate resources to support children with disabilities
- To ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children with disabilities where necessary

### All Staff

- To ensure that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

## Physical Environment – Springfield Academy

Springfield Academy is a large rectangular building built on one level. It is a fully accessible building, any steps are painted yellow to highlight potential hazards, handrails are also painted yellow.

Disabled users can access the building through double doors and ramps provide full access for wheelchair users. All users benefit from clear signage, 2 sets of toilets for children, a changing room with changing table and two disabled toilets.

## The Parent – Teacher Partnership

Parents are asked about their child's medical details on admission and details are recorded on the Springfield Academy admission form as appropriate. Details of any medication or specific medical

requirements are then discussed and recorded in more detail in the Medicines Log. Information is shared appropriately and reviewed regularly with key staff, parents and the child themselves. Some children may have an individual healthcare plan if their condition/needs are more complex.

We will consult with parents and appropriate experts when a new child with disabilities is seeking admission or if personal circumstances change for a child already on roll.

### Inclusion & Equality

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. It is the responsibility of all staff to ensure that children are supported and suitably challenged as appropriate to their individual need.

### Monitor and Review

This plan will be reviewed every 3 years or sooner should circumstances require it.

### Action Plan

<b>Aim 1:</b> Increasing the extent to which children with disabilities can participate in the academy curriculum			
<b>Objective</b>	<b>Action</b>	<b>Timescale</b>	<b>Responsible</b>
Ensure that children with disabilities are not disadvantaged in PE lessons	Ensure suitable adjustments re made for all children to ensure they have full access to PE sessions.	Review end year 2024/2025	L.O V.S Excl sports
Ensure that children with disabilities have the opportunity to go swimming	Liaise with physiotherapists, OT's as appropriate to ensure children with disabilities are able to access swimming sessions.	Review 2024	L.O V.S Physio O.T External agencies
Ensure that all children can participate in off-site visits to support learning wherever possible	Endeavour to ensure that all children are provided with equal opportunity to access the same experiences. Ensure that the equality Act is considered at all times when planning external and enrichment experiences.	Year 2024/2025	L.O V.S Class teachers
Ensure that ASD children have appropriate support to participate in lessons	Endeavour to ensure that all children are provided with equal opportunity to access the same experiences. Ensure that the equality Act is considered at all times when planning external and enrichment experiences.	Year 2024/2025	L.O V.S Class teachers
Assess the needs of any children with disabilities when they are admitted	SENDCO to liaise with parents and families during the admission process carry out observations to ascertain level of need and additional support .	Year 2024/2025	L.O Class teachers
<b>2024/2025 Review:</b>			

**Aim 2:** Improving the environment of the academy to increase the extent to which children with disabilities can take advantage of education and associated services

Objective	Action	Timescale	Responsible
Assess the needs of any children with disabilities when they are admitted	SENDSCO to liaise with parents and families during the admission process carry our observations to ascertain level of need and additional support Where appropriate liaise with external agencies to carry out risk assessments of the environment as necessary.	Year 2024/2025	L.O Class Teachers
<b>Review:</b>			

<b>Aim 3: Improving information delivery to children with disabilities and their families</b>			
Objective	Action	Timescale	Responsible
Assess the needs any children with disabilities when they are admitted	SENDSCO to liaise with parents and families during the admission process carry out observations to ascertain level of need and additional support Build strong relationships with all stakeholders upon admission and throughout the child's time at school, ensure communication with families is a key priority	2024-25	L.O
Ensure that parents and children feel involved and empowered	Continue to ensure that children and families are involved in key elements of the decision-making process when considering enrichment opportunities such as PE and swimming.	2024-25	V.S L.O Class teachers
Ensure that information is accessible	Information should be available from the schools website and communicated to parents in a timely manner, those who have EAL should be presented with a translation too e.g.: google translate, class dojo to aide communication streams.	2024-25	V.S L.O Class Teachers
Ensure staff have appropriate professional knowledge and skills to support children with disabilities	Offer training to all staff as necessary and as new needs arise. Check staff knowledge and skills through observation and discussion throughout the academic year.	2024-25	V.S L.O, SLT Class teachers
<b>2023-24 Review: There have been no notable accessibility needs within the previous year.</b>			

Reviewed November 2024.

Passed by governors : January 2025