Springfield Academy

DISCOVER • GROW • SHINE

Accessibility Plan 2025 - 2027

Revision History

Version	Date	Author	Summary of changes
1.0	September 2026	E.Kelly	Amendments for SPA

This Accessibility Plan will be published on the school/academy website and should be read in conjunction with the following school policies: Behaviour Policy, Curriculum Policy, Emergency Plan, Equal Opportunities Policy, Health and Safety Policy, Academy Improvement Plan, Special Educational Needs Policy.

Introduction

Schools/academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which children and young people with disabilities can participate in the curriculum

Improve the physical environment of the school/academy to enable children and young people with disabilities to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to children and young people with disabilities

Our school/academy aims to treat all its children and young people fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind

Key Principles

All children and young people should have equal access to education, including those with Special Educational Needs and Disabilities.

The school/academy has adopted this Accessibility Plan in line with the school/academy's Special Educational Needs (SEND) policy with the aim of ensuring that our school/academy is socially and academically inclusive, that all children and young people have access to a full curriculum, and that all children and young people are appropriately challenged and/or supported.

This plan will run from September ~~2026~~ to September ~~202~~7

This Accessibility Plan provides an outline of how the school/academy will manage this part of the SEND provision. Please refer to our Special Educational Needs Policy for an outline of our full provision to support children and young people with SEND. This can be found on the school/academy website.

The table below is based on our current assessment of accessibility for children and young people with SEND. It sets out priorities across the school/academy in a number of areas and the relevant timescales for action to increase accessibility for children and young people with SEND.

Progress on these measures will be updated annually and reported to the local governing body.

Accessibility Aims

Equitable Access for All - To ensure all pupils, staff, and visitors can access education, services, and opportunities without disadvantage.

Removal of Barriers to Participation - To identify, reduce, and remove barriers to participation across curriculum, physical environments, communication, and everyday practice.

Inclusive, High-Quality Education - To deliver teaching, learning, and assessment that are accessible and enable all learners to achieve their full potential.

Accessible Environments - To improve and maintain buildings and spaces to ensure safe, welcoming, and inclusive access for all.

Accessible Information and Communication - To ensure information is provided in clear, accessible formats and communication meets a wide range of needs.

Skilled and Confident Staff - To develop staff knowledge, skills, and confidence in inclusive practice and meeting diverse needs.

Inclusive Culture and Ethos - To promote a culture where diversity is valued and all individuals feel respected, included, and supported.

Stakeholder Engagement - To involve pupils, families, and staff in shaping accessibility through meaningful consultation and collaboration.

Continuous Improvement - To embed regular monitoring, evaluation, and review to strengthen accessibility over time.

Responsibilities

Springfield Academy recognises it has a statutory duty to identify and support children and young people with disabilities.

Board of Trustees will:

Uphold and review the principles of the Equality Policy

Monitor that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable

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 will:

Ensure that the principles of the Equality Policy are upheld in practice

Provide appropriate resources to support children and young people with disabilities

Ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children and young people with disabilities where necessary

All Staff will:

Ensure that all children and young people have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environments –

Our School 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 school also has a car park with a designated disabled car parking space available.

The playground is flat and fully accessible via a ramp.

The Parent – Teacher Partnership

Parents are asked about their child's medical details on admission and details are recorded on the 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.

Any noted specific medical requirements or medication will be discussed with the parent and recorded in more detail on Edukey and Meditracker. Information will be reviewed regularly and where necessary children will have a health care plan which will be shared with the appropriate staff.

We will consult with parents if medical situations change or new concerns present themselves or if personal circumstances change.

Please see the 'Supporting pupils with Medical Conditions' policy.

Exams and Access Arrangements

Throughout your child's time in school, we will collate evidence of where children require significant additional support in assessments. The evidence and information gathered will allow us to paint a picture of need and their normal way of working. If the evidence suggests a substantial and long-term issue, then we will prepare an application for access arrangements for their Assessments, following the guidance set out in the statutory requirements for key stage 1 and Key Stage 2 access arrangements guidance. This will all be passed on to secondary schools. Access arrangements can include a reader, a scribe, a laptop, rest breaks and/or extra time. The arrangements applied for will depend on the scholar's individual needs that have been apparent across their time in school.

Where a child has an Educational Health Care Plan or a letter confirming a disability, exams arrangements will be made according to their usual way of working without requiring the application process and Form.

Inclusion & Equality

We absolutely believe that all children and young people should have a full, broad and balanced curriculum and are given an opportunity to have a breadth of experiences. It is the responsibility of all staff to ensure that children and young people are supported and challenged as appropriate to their individual need.

Action Plan

Curriculum				
Objective	**Actions**	**Person Responsible**	**Date to complete actions by**	**Success Criteria**
Increasing the extent to which pupils with disabilities can participate in the curriculum.	Provide training for staff on skills and knowledge in supporting Pupils with SEND and their welfare in the classroom. Ensure suitable adjustments are made so all children have full access to the curriculum.	SENCO Senior Leadership Team	Staff meetings/briefings/coaching and mentoring throughout the year	All staff awareness of pupils with disabilities and adaptations in place.
	Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for pupils with additional needs. B-squared used consistently and quality assured.	Class teachers SENCO Senior Leadership Team	Ongoing	Pupil outcomes will show progress and improved attainment. Pupils engagement in learning improves due to curriculum accessibility.

	Ensure any pupils with a disability/additional needs are supported through clear plans and detailed information on EDUkey. All staff has access to pupils files on EDUkey and have read and understood key information that is appropriate.	SENCO Class teachers SLT All staff	Ongoing through the academic year	All staff are aware of individual needs and disabilities within their class and for any pupils they work with (lunch times).
	Appropriate use of technology to assist pupils with their work. SENCO to refer to outside agencies to support pupils when required.	Class teacher/SENCO /SLT	Ongoing	Pupils have access to technology when appropriate/required.
	Appropriate use of specialist equipment & resources tailored to the needs of the pupils who require support to access the curriculum.	Class teacher / SENCO /SLT	Ongoing	Pupils have access to specialist equipment when appropriate/required.
	To ensure the core offer is consistently adhered to across all classrooms and staff refer to the document as a first point of call when considering pupil needs.	Class teacher / SENCO /SLT	Ongoing	Classrooms will be accessible to meet the needs of pupils with disabilities/ additional needs.
	The curriculum is reviewed to ensure it meets the needs of all Pupils.	Senior Leadership Team Curriculum Lead SENCO	Ongoing	The curriculum meets the needs of all pupils.

Environment				
To improve the physical environment of school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.	SENCO liaise with parents/carers during the admission process and carries out observations to ascertain level of need and additional support.	SENCO Class Teachers	Ongoing	Accessibility for all pupils.
	Identify pupils whose needs require a specialist environmental risk assessment/PEEP. Liaise promptly with relevant external agencies (e.g. Occupational Therapy, Health Services, Physical Disability Support Service, Educational Psychology, or other professionals) to request advice and assessments.	SENCO Class teachers	Ongoing	All pupils are able to access all areas safely.

Information				
Improving the availability of accessible information to pupils with disabilities.	Detailed Individual Health Care Plans to be written for all pupils with a medical condition. This is to be reviewed annually and signed by parents. Staff are informed of any changes to medical plans as applicable.	SENCO Class teachers Office manager	Annually	Pupils with medical needs will have an Individual Health Care Plan which has been agreed with parents and reviewed annually.

	Ensure regular review meetings happen for all pupils that have disabilities/additional needs, to share concerns and discuss individual needs.	SENCO, SLT, Class Teacher	Termly	Children and parents feel empowered to share their views and feel as though school and home are working together
	Ensure colleagues have appropriate professional knowledge and skills to support children with disabilities.	SENCO, SLT	As required	Colleagues are able to support pupils with disabilities effectively to ensure progress in all areas.
	Staff to consider individual needs when creating seating plans.	Class teachers TAs	At the start of the academic year, if any new pupils join the class or a student has a change in need, and ongoing as seating plans are flexible.	All pupils are seated with consideration of their needs.
	Staff to discuss with children what they think they need to feel included.	Class teachers, TAs	Ongoing	Children's voice considered in their provision.
Improving the availability of accessible information to parents/carers with disabilities/additional needs/other languages.	Improving the availability of accessible information to parents/carers with disabilities/additional needs / other languages.	All information sent home shows consideration to any specific needs. Review information on website and ensure that parents/children are aware that	Class Teacher / SENCO / SLT / Office	Ongoing

		there is an accessible version option.		

This Accessibility Plan is a working document and will be reviewed on a three-year cycle, with formal annual reviews to monitor progress and update actions where necessary.
The plan will be adapted to reflect the changing needs of pupils, staff, and the wider community. While every effort will be made to implement the actions outlined, priorities may be adjusted in response to emerging needs, available resources, and developments across the Trust.
The Trust remains fully committed to continuous improvement in accessibility and inclusion.