

At Springfield Community Primary School our vision and values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to recognise everyone's uniqueness and success and are committed to improving children's confidence and self-esteem. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our School Vision

Learn together, grow together is our school motto and is expressed in every aspect of our work.

- We aim to develop thoughtful, respectful citizens who demonstrate kindness and tolerance towards others and are fully prepared to play a positive role in our ever changing global society.
- We aim for all children to achieve both educational and personal success and to leave Springfield with high aspirations and an absolute belief that they can succeed.
- We aim for all pupils to develop the ability to communicate and work effectively with others, to recognise that everyone has talents and that everyone matters.
- We want our children to come to school every day eager and happy to learn, to be proud of their learning and to take that love of learning with them into the next stage of their education.
- We aim for all pupils to achieve a strong sense of self-worth , to have a voice and to believe in themselves
- We empower our children to be resilient, motivated and determined to succeed, in an environment where they are known and believe they matter.

Springfield Community Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

Equality Act 2010

Improving access to education and educational achievement for disabled pupils is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The Equality Act 2010 and related Equality Duty 2011 reiterate the duty upon schools as laid out in the previous Disability Discrimination Act 1995. All schools have a duty to produce an accessibility plan. Schools must implement accessibility plans, which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupil

KEY PRINCIPLES AND DEFINITIONS

Disability: The Equality Act 2010 defines a disability as “when a person has 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”. This broad description covers physical conditions, sensory impairments, such as those affecting sight or hearing, mental health conditions and learning disabilities / learning difficulties. In addition, some specified medical conditions; HIV, multiple sclerosis and cancer are automatically considered as disabilities, regardless of their effect.

Discrimination: A public body (in this case, a school) must not treat someone with a disability less favourably than they would treat someone without a disability. In addition, they must not disadvantage a disabled pupil because of something that is a consequence of their disability and must take all reasonable steps to remove any disadvantage that they face at the school because of their disability.

An Accessibility Plan should also seek to protect pupils against indirect discrimination – a school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils.

Contextual Information

All classrooms are on the ground floor and the school has a lift to access smaller group rooms upstairs. Ramps are available to access areas where there are steps, including the playground and entrances to the school. The only part of the school that is not accessible for wheel chair users is the entrance to the Nursery from the school playground. However, a ramp has been installed which would allow us to quickly make adjustments if this became necessary. Two accessible toilets are available, one for staff and one for children.

The Nursery building presents some challenges, e.g. it does not have an accessible toilet. However, the school is able to make adjustments if required to facilitate a wheelchair user.

The Current Range of Disabilities within Springfield Community Primary School

Over the past ten years, the school has provided education for children with a wide range of disabilities or special needs. These have included: children with vision and hearing impairments, mobility issues, autistic spectrum disorders, moderate and general learning difficulties, speech and language difficulties, development delay, dyspraxia, dyslexia and behavioural issues. Currently, the school has children with a range of impairments, which include Autistic Spectrum Disorder, ADHD and significant medical needs. Within our school community, we have a small number of parents with mobility issues and a small number of parents who have known mental health needs.

Current practice

We gather information about any impairment or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask them to keep the school informed of any changes to the information they have provided. Our SENCO meets regularly with parents and carers of children who have an impairment or health condition. Relevant information is shared and training provided. When children enter school with specific impairments, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

There are no areas of the main school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Lunchtimes have been organised to ensure there are calm, quiet spaces. Some aspects of extracurricular activities present particular challenges, for example trips into London which involve going on public transport. However we always ensure children access these by providing extra resources including taxis and additional adults.

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments. We support parents by carrying out home visits and telephone updates, when needed.

Accessibility Plan

This plan sets out the proposals of the school to secure appropriate access to education for disabled pupils in the three required key areas of; curriculum, environment and information;

- 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

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The headteacher and LAB members are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan and reporting back to the Central Governing Body.

Linked Policies This Plan will contribute to the review and revision of related school policies, e.g.

- School development plan
- SEN policy
- Medical Needs Policy
- Health & Safety Policy

Monitoring and Evaluation

Annual update to LAB from headteacher

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into Foundation Stage each year	Identify pupils early who may need adapted or additional provision Ensure medical plans are in place for key children- liaise with school nurse where appropriate	May to July annually	HT SENCO EYFS Leader	Provision set in place ready for when the child/ren start school
To ensure that plans are in place to support the needs of all children with long term health conditions , inc asthma To ensure staff have the most up to date training to support key children with medical needs	Liaise with school nurse to draw up medical need plans for identified children Medical needs board updated annually in staff area Regular briefings from SENCO re children with medical needs Specific training delivered to key staff involved in supporting children with medical needs Engage parents in any school training	September Ongoing	SENCO	Children with medical needs are known Staff are confident supporting children with long-term health conditions Parents are reassured and confident that we are able to support their child's needs
To ensure all staff, including new staff receive training in how to support children with ASD in the classroom	Training for new staff, including NQTS SENCO to provide regular updates for staff working with ASD pupils Support from SENCO to support children with ASD	Ongoing	HT/SENCO	Staff feel confident supporting children with ASD
Children with ASD are making good progress and are engaging well in school. Adjustments are being made to support them in managing their needs	Individual support plans are in place for children with ASD A range of strategies are being used by teachers and pastoral lead to support children with ASD Other children have an age appropriate understanding of autism and know how to support children with ASD Aids, including screens and ear defenders are provided for children with sensory needs.	Ongoing	HT/SENCO Class teachers	Pupil surveys show children with ASD feel supported in school Feedback from parent surveys and pupil voice show children and parents feel confident that their children are being supported

<p>To raise awareness of mental health – all children understand why it is as important to look after our mental health as well as our physical health</p> <p>To support children who live with someone who has a mental health condition</p>	<p>Continue to cascade mental health training to teachers CAHMs worker in school – focused work with key children and families PSHE lessons focus on mental health and well being – monitored by SLT Pastoral and well being lead appointed – support in place for key children who live with parents with mental health conditions School councillor to support children who are struggling with mental health</p>	<p>Ongoing</p>	<p>HT SENCO Pastoral Lead</p>	<p>CAHMs worker is effectively working with SLT and teachers to address mental health needs in school.</p> <p>School is working closely with CAHMs</p> <p>Parents with known mental health needs are supported – home visits offered, parents evenings offered at quiet times of day, support for children with after school clubs</p>
<p>o ensure disabled pupils have opportunities to engage in wider opportunities, beyond the classroom</p>	<p>Work closely with parents to ensure disabled pupils can take part in residential trip to Kench Hill Ensure resources, including taxis are provided where needed to ensure children with disabilities are able to take part in school trips</p>	<p>Ongoing</p>	<p>HT/SENCO</p>	<p>Disabled pupils have access to rich curriculum experiences</p>
<p>To ensure that pupils develop positive views of disabled people and an awareness of disability equality</p>	<p>Promote positive messages about disabled people in school through visual displays, assemblies and in materials used in lessons</p> <p>Ensure disabled pupils in school are recognised for a range of talents/abilities in assemblies/lessons</p> <p>Review school curriculum to ensure there are planned opportunities to raise awareness of disability equality</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>HT/class teachers/support staff</p>	<p>Pupils leave school having developed positive views of pupils with a range of impairments and medical conditions</p>

Aim 2: To improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure that school environment recognises the need of visually impaired children and parents	Ensure yellow strips on steps are kept in good condition	Ongoing	School keeper, headteacher	The school environment addresses need of visually impaired pupils and parents
	Improve exterior lighting in playground	Aut 2020		
To ensure that pupils with ASD are well supported in school	Sensory space available for children with ASD when they need time away from the classroom <i>(if needed)</i>	Ongoing	SLT, SENCo, all teaching staff	ASD pupils are making good progress
	Quiet zone available in the playground for children to access			Children with ASD enjoy playtimes – sensory needs are met

Aim 3: Improve the availability of accessible information to disabled pupils

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils	<p>Create and offer information in alternative formats, where needed – use overlays for children with dyslexia when helpful, enlarge print when appropriate</p> <p>Be aware of support offered by HLT for providing information in alternative formats when required or requested.</p> <p>Provide translators /access to online translations where needed</p>	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents and carers with an impairment, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Headteacher/SENCO/	All barriers linked to disability for parents and carers to engage in their child's education are removed

