



Policy Name: Accessibility

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Reviewed Date: 23/06/2016
Review Period: 2
Responsible Person: Head Teacher / Facilities Manager
Governor Approval:

 Recoverable Signature

X 

Chair Of Governors
Signed by: abradley@springwater.n-yorks.sch.uk

ACCESS POLICY STATEMENT

Springwater School recognises that many of its pupils, visitors and staff have individual needs when seeking to make use of the school and facilities. As part of our ongoing commitment to Equal Opportunities and the delivery of an inclusive educational service, Springwater School will endeavour to ensure that anyone with a disability regardless of their physical limitations will have equal opportunities throughout our site.

The school aims to:

- Plan to make access improvements to enable anyone with a disability to use our services
- Regularly review whether its provision is accessible to all, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.

Purpose of the Plan

The purpose of this plan is to show how Springwater School intends, over time, to increase the accessibility of our school for anyone with a disability.

Definition of Disability

A person has a disability if he or she has a physical or cognitive impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.



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Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for anyone with a disability in the three areas required by the planning duties in the DDA:

- Increasing the extent to which, anyone with a disability can participate in the school curriculum (this includes teaching and learning) and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Springwater School aims to treat all stakeholders, pupils, prospective pupils, staff, governors, parents, visitors and other members of the school community favorably, and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with anyone with a disability, and any relevant outside agencies in order to minimise any potential barriers to learning, which puts them at a disadvantage, thus allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually evaluate ways to improve accessibility to the site and educational opportunities.

Contextual Information

The school is comprised of one single story main building, single story staffroom, single story classroom and a first floor teaching area.

Wheelchair access is available into all the single story buildings and into and out of each of the classrooms. All areas of the school grounds are now accessible to wheelchair users, although access to the school playground in some areas will need support of an adult.

The first floor provision in an adjacent building can be accessed via a platform lift but is not regularly accessed by wheelchair users due to evacuation procedures which would not allow lift usage in the event of fire.

Classroom doorways are currently single and of standard width to accommodate wheelchair users.



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In the event of any building/improvement work becoming necessary, due consideration will be given to the need to further improve our facilities for anyone with a disability. Arrangements will be made as necessary to accommodate staff and pupils and provide an equitable work/learning environment.

The Current Range of Disabilities within school

The school has students with a variety of special educational and medical needs. We have a high number of students who have medical conditions and all staff are aware of these. We have three First Aiders in school who hold current First Aid certificates. All staff members receive ongoing emergency first aid training, with some specifically trained in covering appropriate conditions i.e. VNS, Diabetes, Epilepsy, tube feeding and Stoma care, etc. All medication and equipment needed, are kept in secure storage, according to school policy.

Administration of Medicines consent forms are filled in by parents outlining the illness or condition, the dosage and timing of medication. These consent forms are stored electronically within the schools' data management system. All medication that is given is recorded and signed off by a second person.



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Springwater School
Accessibility Plan 2015-2017

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes a biannual agenda item at FGB Meetings or committee meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Biannually	
To ensure that all relevant policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
Physical Environment				
To ensure that all areas of the school buildings and grounds are accessible for all students and adults and continue to improve access to the school's physical environment for all.	Implement as new building work is undertaken.	Modifications will be made to the school building to improve access when building work is undertaken.	On-going	
To ensure that our school is physically accessible to all	Audit of accessibility of school buildings	The school continue to be accessible.	On-going	



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members of the school community.	and grounds by Governors. Suggest actions and implement as budget allows.			
Curriculum				
To continue to train all staff enabling them to meet the needs of students with a range of SEN.	SLT to review the needs of students and provide training for all staff as needed.	Staff to enable all students to access the curriculum.	On-going	
To ensure that all students are able to access all out-of-school activities. E.g. clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all students are met.	On-going	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the students in each class and provide equipment as needed throughout school	Students will develop independent learning skills.	Reviewed termly by SLT	
To meet the needs of individuals during statutory tests, or whilst undertaking any accreditation processes.	Students will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc.	Barriers to learning will be reduced or removed enabling students to achieve their full potential.	Annually	



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	will be applied for as needed.			
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	