



Accessibility Policy

Policy Author: Head Teacher/Facilities Manager

Policy Adopted by the Governing Body

11/03/2019

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Sean Pond
Chair of Governors

Springwater School is a space of sanctuary, which recognises and values the diversity of our school community as a rich source which supports the learning of all. We are an inclusive setting and promote tolerance, understanding and equality for all regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage, civil partnership and pregnancy or maternity.



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 plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.



What is included in this policy

Introduction: Purpose and aims

Policy detail

Additional information to support the policy

Policy definitions

Policy Reviewer

Policy review schedule



Introduction: Purpose and aims

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.

The school aims to:

- Plan to make access improvements enabling 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.

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



Policy detail

Definition of Disability The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Legal Background This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). From September 2002, the Disability Discrimination Act 1995 outlawed 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.



Additional information to support the policy

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes a biannual agenda item at FGB 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 members of the school community.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	The school will continue to be accessible.	On-going	
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. will be applied for as needed.	Barriers to learning will be reduced or removed enabling students to achieve their full potential.	Annually	
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	



Policy definitions

- Springwater, We, Us - Refers to Springwater School staff; the policy author
- Colleague(s) - Refers to colleagues directly in the employ of Springwater School

Policy reviewer - The Governing Body of Springwater School

Policy review schedule

Review Schedule (years)	3
Next Review Date	11/03/2022