

Accessibility Plan and Equality Objectives



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Accessibility Plan and Equality Objectives

1 Introduction

The following policy is Springwater School's response to the requirement for schools to have an **accessibility plan**. This is a statutory requirement (see DFE's guidance on statutory policies for schools) and Springwater is committed to ensuring that the principles and actions contained within the policy are enacted in the best interests of all of our students.

The Equality Act 2010¹ came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “**schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation**”.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the Public Sector Equality Duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

Governors are aware that our accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the Board of Governors, who are free to delegate this to the Headteacher. The Governors delegate the approval of this policy to the Headteacher together with approval of the individual school's plans.

Additionally, where disabled students are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the student's disabilities and any preferences expressed by them or their parents. Liaison with parents/carers and the students themselves is an important part of the school's approach.

2 How should an accessibility plan be published?

- The School's accessibility plan is a freestanding document.
- It is also available on the School's website.

3 What is included in our accessibility plan?

The DfE's statutory advice document² (2014) makes it very clear that **schools continue to have a duty to produce an Access Plan** which must be implemented.

Our School plans reflect their intentions in three areas to:

- **Increase the extent to which disabled students can participate in the curriculum;**

- Improve the **physical environment** of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible **information** to disabled students.

4 Definition of Special Educational Needs and Disability (SEND)

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years³ (DfE, 2014 updated 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5 Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.

Within our individual School plan:

- For each aspect there are targets and actions.
- Success criteria are included.
- The timescale for completion is indicated.
- Resource implications are costed.
- Systems of evaluation and monitoring are included.
- Training needs are identified (related to targets).

Our School have produced their accessibility plans to ensure they are socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. These individual accessibility plans provide an outline of how the School will manage this part of the SEND provision.

3-year Equality Objectives 2025-2028

Develop specific action plan, with outcomes and associated actions assigned to relevant colleagues.

Objective 1: Increase the extent to which disabled children can access the curriculum on an equal basis with their peers.

Year 1: Increase access to the curriculum in outdoor spaces within the school grounds.

Year 2: Increase access to opportunities for learning off site in the local community, on residential experiences.

Year 3: Increase the breadth of the curriculum and resources available within school to effectively engage and teach curriculum to all.

Objective 2: Increase the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Year 1: Maintain access to the physical environment of the school adding facilities/ physical aids as necessary- OT.

Year 2: Increase capacity for break out areas and areas to work outside the classroom.

Year 3: Training and implementation of MOVE programme across the school.

Objective 3: Increase the extent to which disabled pupils can access information on an equal basis with their peers.

Year 1: Engagement of a communication assistant to improve the delivery of information to pupils with a disability.

Year 2: Provide Communication Training to all staff.

Year 3: To develop the use of technology and the use of IT/ AAC to support communication.