

SPRINGWELL ALTERNATIVE ACADEMY SPALDING



Accessibility Plan

<u>DATE POLICY WRITTEN:</u>	<u>10/09/2019</u>
<u>GOVERNOR RATIFICATION DATE:</u>	<u>17/10/2019</u>
<u>DATE OF REVIEW:</u>	<u>JAN 2020 (new building)</u>

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1. Aims

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

- 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 parents or carers with a disability or additional learning need.

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

Springwell Alternative Academy Spalding aims to provide both students and staff with a positive and supportive learning experience which promotes success and achievement in academic, social, moral and personal development. At Springwell Spalding we offer specialist holistic support for children who have been excluded from mainstream schools, or who are at risk of exclusion. Our students often have social, emotional and mental health difficulties. We are committed to supporting children with additional needs. We strive to ensure that every student experiences success.

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

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

Springwell Spalding works with the local authority to provide a full time education focused on improving life chances for pupils permanently excluded or at risk of permanent exclusion from mainstream schools in Lincolnshire.

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.

2. Legislation and guidance

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](#).

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.

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to child or young person's behaviour are described as an underlying response to a need which Springwell Spalding will be able to recognise and identify clearly.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with SEND	<p>Small class sizes with a teaching assistant in all classes.</p> <p>Time allocated after 2:15pm for teacher and TA to jointly assess and plan lessons</p> <p>Pupil profiles in place to outline children's individual needs</p> <p>SENDCo in school to support staff with strategies based on observations in class and pupil voice.</p> <p>Progress is tracked for all pupils in academic</p>	<p>Increase confidence of all staff in differentiating the curriculum to meet the needs of all children</p> <p>Ensure progress tracking system is embedded and moderated across schools</p> <p>Develop curriculum to engage all learners with a broad and balanced curriculum to meet needs</p>	Ongoing programme for NQTs and RQTs	EVP	In place for sept, sessions occurring at least every half term	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>All children's progress is tracked and individual pathways agreed for all children that are appropriate to their needs</p> <p>Curriculum is engaging and appropriate for all learners</p>
			QA cycles inc lesson obs but also to involve teachers, sendcos in pupil progress meetings to discuss individual plans inc boxall strands to focus on in lessons.	HoS	In place for sept, occurring throughout the year as per policy	
			Pupil progress meetings to be held at each data drop point to include HOS, DHOS and teachers.	HoS	In place for sept, occurring throughout the year as per policy	

	<p>and SEMH outcomes, including those with SEND</p> <p>The curriculum impact is reviewed to ensure it meets the needs of all pupils.</p>		<p>Moderation meetings to be held with HOS.</p>	HoS	Booked into school calendars by October half term	
			<p>Continue to develop links with outside providers including work experience placements.</p>	HoS and HoKS4	Strategy in place for sept, SLT meetings calendared to check impact throughout the year	
<p>Improve and maintain access to the physical environment</p>	<p>The environment in our temporary accommodation in Boston is poorly adapted to the needs of disabled students, staff and visitors. This is one of the key aims of our transition to a new building in Jan 2020.</p>	<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors and out of classrooms is regularly monitored to support hearing impaired and visually impaired children</p> <p>Ensure all disabled pupils and visitors can be safely evacuated</p>	<p>Create access plans for individual disabled pupils and visitors as part of the admissions process when required</p>	HoS with pastoral staff	As required	<p>Care plans/ access plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and</p>
			<p>Be aware of staff, governors and parents access needs and meet as appropriate.</p>	HoS	As required	
			<p>Consider access needs during recruitment process</p>	Exec SLT	As required	

			Risk assessments completed to ensure a disabled child can be safely accommodated.	HoS with care team and pastoral staff	As required	retention issues Access for all
			Develop a personal evacuation plan to ensure all staff are aware of their responsibilities in relation to disabled pupils	HoS with estates team	As required	
			Seek support from LA HI and VI advisors in accommodating all children	SENDCO	Advice sought by Christmas 2019	
			Yellow lines added and maintained as per VI service advice	HoS with premises	By Feb 2020	
Improve the delivery of information to parents and carers with a disability or	Individualized support available from pastoral team at all stages of parental involvement (e.g. admissions, school	Review information to parents/carers to ensure it is accessible. Improve the delivery of information in	Provide information and letters in clear English and simple accessible fonts	Admin staff	In place for sept	All parents receive information in a form that they can access All parents are

additional need	meetings, etc)	writing in an appropriate format	Access to translators, sign language interpreters to be considered and offered if possible.	HoS	As required	included in their child's educational and personal progress including next steps.
		Ensure all staff are aware of guidance on accessible formats				Excellent communication.
		Provide information in other languages for pupils or prospective pupils	Signage in reception to include all languages found in the school.	HoS	By Feb half term	Ongoing appropriate use of resources All parents feel welcome and part of their child's school

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and Executive Principal.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

