



Spring Bank Primary School

Accessibility Plan September 2024 - 2026

1. Purpose of the Plan

The purpose of this accessibility plan is to show how Spring Bank Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

2. Definition of Disability

As defined by the Equality Act 2010, a person has a disability if the person 'has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities'.

3. School's Responsibility

The Equality Act 2010 states that schools and local authorities need to carry out accessibility planning for disabled pupils.

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, and;
- Improving the availability of accessible information to disabled pupils.

Spring Bank Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors, and other member of the school community favourably and, wherever possible, 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 and maximise their potential to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school 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 look at ways to improve accessibility through data collection, questionnaires and parental discussions.

4. Contextual Information

The school building and playgrounds are accessible for a child or parent/carer in a wheelchair. The school has a hygiene suite to support any child with self-care needs. There are disabled parking bays in the school car park.

5. Aims and Objectives

Spring Bank aims to:

- Increase access to the curriculum for pupils with a disability;
- Improve and maintain access to the physical environment;
- Improve the delivery of written information to pupils.

The table below sets out how the school will achieve these aims:

Aim	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>Short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to be completed by	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ● All pupils have access to the curriculum. ● Staff training has developed the provision for pupils with additional needs across the school. 	<p>a) To continue to support staff to enable them to meet the needs of children with a range of SEND.</p> <p>b) To ensure that all children are able to access all out-of-school activities, e.g. clubs, trips residential visits, etc.</p> <p>c) To provide specialist equipment to promote participation in learning by all pupils.</p> <p>d) To meet the needs of individuals during statutory end of KS tests.</p>	<p>a) SENCo to review the needs of children and provide training for staff as needed.</p> <p>b) Review out of school provision to ensure compliance with legislation. Risk assessment carried out.</p> <p>c) Assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, headphones, writing slopes, enlarged print, etc.</p> <p>d) Children will be assessed in accordance with</p>	<p>a) SENCo</p> <p>b) All staff and governors</p> <p>c) SENCo</p> <p>d) Headteacher, Year 5/6 leader, SENCo</p>	<p>a) Ongoing</p> <p>b) Ongoing</p> <p>c) Ongoing</p> <p>d) Ongoing</p>	<ul style="list-style-type: none"> ● All staff are confident meeting the needs of SEND pupils and these pupils make rapid progress across the curriculum. ● All children have a broad and balanced curriculum and access trips and residential as well as having a range of extra-curricular opportunities. ● All pupils can access learning across the

			regular classroom practice, and additional time, use of equipment, etc. will be applied for as needed.			curriculum and Year 6 pupils are able to undertake their KS2 assessments if appropriate.
Improve the delivery of written information to pupils and parents	<ul style="list-style-type: none"> Regular newsletters communicated via email to school community and published on school website. Text messaging service and email service used to inform parents. 	a) To ensure that all parents and other members of the school community can access information.	a) Written information will be provided in alternative formats as necessary.	a) HT, teachers, office team	a) Ongoing	a) All pupils and parents have access to all information from school.