

Springmead School Accessibility Plan

Three year period covered by the plan: February 2022 – February 2025
(This plan has regard to the SEND Code of Practice 2014 and The Equality Act 2010 and The Equality Act 2010 and schools)

This plan needs to be read alongside the EYFS plan, Main School Development Plan, SEND Policy for EYFS and Main School, Behaviour Policy, Health and Safety Policy, Inclusion Policy, Equal Opportunities Policy, Anaphylaxis Policy, our Mental Health and Wellbeing Policy, our Safeguarding Policy, our Code of Conduct, our Staff Handbook and our Sex and Relationship Education Policy.

Introduction

The SEND Code of Practice 2014 alongside the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity, race; religion or belief; sex; sexual orientation.

Definition of disability

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

Responsibilities

The school has clear responsibilities:

- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Head Teacher and Proprietor to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This accessibility plan is produced for the 3 year period detailed above, is implemented on a rolling program and is reviewed and updated annually.

The school's accessibility plan will be resourced, implemented, reviewed and revised as necessary. Action plans showing how we will address the priorities identified in the plan follow.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. This is reflected in our Equal Opportunities policy. We are committed to equal opportunities and inclusion for all members of the school community. The school aims to:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Springmead School has high ambition for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The above statements are supported by, and additional information is available in, the following school policies:

- Curriculum
- School Trips
- Equal Opportunities
- Inclusion

- Special Educational Needs
- Foundation Stage
- Subject Policies
- Behaviour and Discipline

Staff have opportunity to give their input into the plan through staff meetings and discussions.

1B: Information from pupil data and school audit

The definition of disability under the Act is ‘A physical or mental impairment that has a substantial, long-term, adverse affect on day-to-day activities’.

Springmead School is a mixed ability independent school catering for children from rising 3 years to 11 years. Springmead School has around 130 on role, varying slightly through the year due to starting ages of nursery children. The school has successfully catered for pupils with many additional needs including:

- Processing delays
- Dyslexia and Dyspraxia as well as other specific learning difficulties
- Autistic Spectrum disorders
- Epilepsy
- Diabetes
- Emotional and behavioural difficulties
- Asthma
- Gender neutrality
- Hearing difficulties
- Anaphylaxis and food intolerances
- Hypermobility joints
- Speech and language disorders

Currently all children in the school are able to access the whole school.

Information about pupil’s conditions is provided for all staff, along with training where required.

Things we already do well:

- On entry to the school parents complete a comprehensive questionnaire regarding their child’s health, medical and disability needs. Close liaison with children’s previous school or nursery means that individual children needs are put in place before starting at Springmead.
- In the main school, children complete a reading, spelling and numeracy test during a taster day, to enable their educational needs to be met as soon as they start.
- all internal teaching areas are carpeted benefiting children with hearing impairment
- a one way system exists within the two stairways, benefiting children with visual impairment and physical difficulty
- the library is at low level ensuring all children have independent access to books
- A toilet with disabled access is provided near the Administrator’s office, it is supplied with an emergency cord.

- Up to 25 lunch and after school clubs promote sharing and turn taking, these really promote the community spirit in the school and help children make friends across the year groups
- Swimming lessons are taught in ability groups ensuring disabled children can progress at a rate commensurate with their ability
- Children are taught in small classes, allowing for individual needs
- Madeleine Taylor is responsible for equality issues in the school
- Staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET and external training courses to raise awareness of needs and also of strategies for effective classroom practice in meeting needs
- Children with autism are supported through trained staff and the school has access to an autism consultant from Autism Compass.
- Families with a child with autism are supported by an autism consultant.
- Most staff have received autism training from Autism Compass.
- Nursery staff have level 3 training in autism support.
- Teachers and the SENDCO contribute to the development of pupil profiles and individual target sheets as appropriate. These contain information on each pupil with special needs/disabilities and outline their strengths, difficulties and strategies for supporting them in the classroom.
- The SENDCO provides information to the staff at staff meetings and on an individual basis on strategies for dealing with children with SEND. Children with identified SEND are placed on a register at the beginning of the school year. This register is issued to staff annually and reviewed termly. Staff are notified of any updates in staff meetings.
- Through 'My Voice' children have time to discuss with their teacher their individual learning and to develop a plan to support their learning.
- Whilst the SENDCO is the first contact point, the SENDCO, teachers and Head Teacher are all able to contact a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:
 - Early Year Area SENDCO
 - NHS Speech and Language Therapy Services
 - Private Speech and Language services
 - NHS Occupational Therapy Service
 - NHS Children's Physiotherapy Service
 - CAMHS
 - Psychology Service
 - GPs
 - Private specialist paediatric consultants
- Class teachers and the SENDCO liaise with staff from other schools where children with additional needs transfer to us. Liaison and the sharing of information regarding disabled pupils with a EHC would begin with the SENDCO or nursery manager to ascertain how a prospective pupil may be supported and to ensure close liaison with parents and staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil.

- All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness is actively encouraged through our virtues programme, in PSHE and in assemblies.
- The physical layout of the school presents some difficulties for non-mobile pupils. In particular it may not be possible for them to access the first or second floors in the main building, but where necessary, the timetable can be adjusted to provide a ground floor room. The building, previously known as Sandy Hill House, is built on a hill with the front door 2 metres approximately higher than the roadside and the pupils entrance 3 metres approximately higher than the roadside. Both entrances have sloping and stepped access discounting the possibility to use ramps as the gradient would be too steep. EYFS classrooms are on the ground floor.

Areas for Development:

- Raising of awareness for all parents of the schools Accessibility Plan and working with parents of children with additional needs. Sending out an annual questionnaire supports this area.
- Improving the way in which we involve children in their own evaluation of their provision.
- Raising of awareness for all staff of what the SEND Code of Practice 2014 and The Equality Act 2010 expects of them

1C: Views of those consulted during the development of the plan

For pupils with a SEND or who are coping with a disability, their views and aspirations will be gathered termly through the 'My Voice' document. This process will seek to establish what is going well and also any concerns or barriers to progress from the pupil's point of view.

Parents of these children will also have the opportunity to express their views either in writing or simply verbally at review meetings. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

A questionnaire will be sent to parents of any children with SEND or who are coping with a disability in order to establish more fully their views and opinions. We will ask parents to complete this annually. From the information we receive from the audit we will seek further to enhance our provision.

Areas for development:

- Questionnaire / audit issued to appropriate parents and analysis of results. Make necessary amendments to medium term plans as a result of information gathered from the audit. Staff to be consulted on the plan through regular staff meetings.

2. The main priorities in the school's plan

2A: Continue to increase the extent to which disabled pupils can participate in the school curriculum and voice their opinions

2B: Continue to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

2C: Continue to improve the delivery to disabled pupils of information, making it accessible at all times.

3: Making it happen

3A: Management, coordination and implementation

Madeleine Taylor , Sally Cox, Caroline Miller and Shirley Offer has responsibility for the plan. The plan is monitored periodically, but due to our small numbers, individuals needs are discussed often weekly at staff meetings to ensure progress is made and formally reviewed annually. After 3 years the plan will be rewritten.

3B: Getting hold of the school's plan

A copy of the Accessibility Plan is within Policies and Procedures available from the school website www.springmead.com

Provision for Disabled Pupils in place

Resource	Time/Cost
Pupil profiles, provision maps and individual target sheets drawn up and issued as appropriate	SENDSCO time and teacher time
Information on students with IEPs and action plans and LDs to staff	SENDSCO time
Autism consultant available for staff training and private parent support	Teacher time and cost
Differentiated materials and resources	Staff planning
In-class support for SEND pupils	TAs Where needed Parental funding
General in-class LSA support	Parent funding
One to one support, away from class	LSA and SENDSCO
Anger management, self-esteem, social skills etc	Class teacher/counsellor
Dyslexia Access Strategies (Mind maps/word walls/ writing frames etc)	Training for staff by SENDSCO
Laptops	As appropriate
Use of signs / symbols / Visual Timetables etc	Class teachers where relevant
STC signing	Where appropriate
Referral to Outside Agencies	Admin Time / Agency time
Access to Speech and Language Advice / Programme	SENDSCO time and parent funding

Additional Provision for Disabled Pupils transferring

Provision / Resource	Time/Cost
Baby Explore sessions to help settle child in	staff time
Liaison induction meeting for reception parents	staff time
Interactive SEND activities via EYFS framework	staff time
Procedures in place for records transfer to/from other settings	staff time
Parental visits – prior to making choice of school	Principal/ Senior Management time time
SENDSCO liaises with Primaries to gather information	SENDSCO time
Parental visits to school – Open Days and individual visits if required	Head Teacher time
Pupil Taster Day	Head Teacher time