



Accessibility plan

October 2022

Our Vision

(Where we want to be)

Spring Hill School is at the heart of our community and everything we do is based around the needs of our children and their families. We provide children with the best possible education through an irresistible, ambitious curriculum, high quality teaching including opportunities and experiences which together promote excellence in both behaviour and learning.

The school environment is one where children thrive academically and it effectively equips them with the necessary life skills, attributes, knowledge and understanding they need for an ever-changing world in which they contribute successfully to society.

Our Mission

(What we are doing to get there)

Spring Hill instils a passion for learning for the whole school family through enquiring minds and caring hearts to achieve personal excellence. We find opportunities to continually improve for the future in a caring and inclusive environment which promotes co-operative, respectful and nurturing relationships, where all school life is safe and fun.

Our Aims

(What we want to provide for everyone in our family)

- To foster mutually beneficial relationships with parents, the wider community and professionals with a focus on continuous improvement.
- To promote and develop life-long habits for a healthy body and healthy mind.
- To provide a curriculum that is relevant to the context of the school and its community
- To raise aspirations through high expectations and fostering self-belief so that children flourish and lead successful and happy lives.
- To create an environment which recognises and nurtures unique gifts, curious minds, develops talents and personalities.
- To provide learning experiences and opportunities which create awe and wonder and develop a love of learning – leading to lifelong learners
- To create leaders of learning across the school family, who take risks, thrive on challenge, and bounce back.

- To provide a safe and secure environment where everyone is valued, respected, and accepted.
- To develop citizens of the future who positively contribute to society, serving their community and beyond.

Our Values

(What is really important to us)

Responsibility Aspirational Inclusivity Service Empowerment

We RAISE!

Approved by:	Mrs Bullock/ Mrs Kershaw	Date: 11/10/22
Last reviewed on:	October 2022	
Next review due by:	October 2023	

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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 disabled pupils

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.

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.

The school supports any available partnerships to develop and implement the plan.

<https://www.lancashire.gov.uk/media/597412/accessibility-strategy-march-2015.pdf>

Above is the link to the Lancashire accessibility policy this also includes the link to the Lancashire Local Offer. At Spring Hill CP School we aim to uphold the Lancashire Accessibility Policy with our policies and procedures.

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

We have included a range of stakeholders in the development of this accessibility plan, including SEND Governor, Business Manager, children with specific physical needs are taken around the school to complete a risk assessment which will highlight any physical changes that need to be implemented. This is then shared with the parents of the pupils to gain their view point if the physical changes are appropriate for their child.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>use high teaching strategies for all</p>	<p>NB and ES to attend district 11 hub inclusive practice strategies</p> <p>Practice to be added to relationships policy</p> <p>Practice to be added to the teaching and learning policy</p> <p>Practice to be disseminated to staff</p> <p>Practice to be monitored</p>	<p>Emily Simonds Neil Blower</p> <p>Emily Simonds Neil Blower</p> <p>Emily Simmonds</p> <p>Emily Simonds Neil Blower</p> <p>Helen Kershaw Rima Ahmed Emily Simmonds Neil Blower Lesley Freeman</p>	<p>December 2022</p> <p>January 2023</p> <p>January 2023</p> <p>December 2023</p> <p>All year monitoring through learning walks</p>	<p>Attend sessions and</p> <p>Teaching strategies added to policies</p> <p>Practice to be added to the policy</p> <p>Practice is observed in lessons, evidence is seen in books and through pupil questionnaires</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Use a range of resources that met the needs of pupils with Communication and interaction, physical needs, cognition and learning difficulties and Social and Emotional Needs.</p>	<p>Gain access to specialist teacher support</p> <p>Provide pupils with appropriate resources</p> <p>Complete environmental audits for pupils with extra needs</p>	<p>Neil Blower</p> <p>Neil Blower</p> <p>Neil Blower</p>	<p>This is ongoing throughout the school year</p> <p>This is ongoing throughout the school year</p> <p>This is ongoing throughout the school year</p>	<p>Specialist teacher reports are used to inform practice during the school day</p> <p>Adjustments have been used to meet the needs of the pupils so that they can access the curriculum</p> <p>A rolling program throughout the school year allows for timely audits for pupils</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Translation of resources for pupils and parents • Specialist teacher support 	<p>Ensure the environment meets the needs of pupils so that they can access all aspects of school life</p>	<p>Complete environmental audits</p> <p>Monitor the environmental audits during learning walks</p>	<p>Neil Blower</p> <p>Helen Kershaw</p> <p>Rima Ahmed</p> <p>Neil Blower</p> <p>Lesley Freeman</p> <p>Emily Simmonds</p>	<p>This is ongoing throughout the school year</p>	<p>Environmental audits inform the practice in the classroom</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body, Mrs Bullock SEND Governor and the Headteacher Mrs Helen Kershaw.

It will be approved by the governing body, Mrs Bullock SEND Governor and the Headteacher Mrs Helen Kershaw.

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