

SPRINGWELL LEARNING COMMUNITY - LINCOLNSHIRE



Accessibility Plan (Mablethorpe)

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| <u>DATE POLICY WRITTEN:</u> | <u>September 2019</u> |
| <u>GOVERNOR RATIFICATION DATE:</u> | <u>17th October 2019</u> |
| <u>DATE OF REVIEW:</u> | <u>September 2020</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 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.

Springwell Lincoln City Academy 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 Lincolnshire we offer specialist holistic support for children experiencing behavioural, emotional and social difficulties. In addition, we are committed to supporting children with additional needs. Our staff team takes full responsibility to support the needs of all children throughout the school day. We strive to ensure that every student experiences success.

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.

Springwell Lincolnshire 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 Lincolnshire 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 |
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| 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>Curriculum progress is tracked for all pupils, including those with SEND</p> | <p>Increase confidence of all staff in differentiating the curriculum to meet the needs of all children</p> <p>Ensure curriculum tracking system is embedded and moderated across</p> | <p>Ongoing programme for NQTs and RQTs</p> <p>CPD programme including sessions from sendco on areas of send, trauma informed practice etc</p> <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</p> <p>Pupil progress meetings to be held at each data drop point to include SC, DHOS and</p> | <p>Sendco / HOS / EVP</p> <p>SC / sendco</p> <p>SC</p> <p>SC</p> | <p>Over the year</p> <p>Over the year</p> <p>3x year</p> <p>Following each calendared data drop</p> | <p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>All children's progress is tracked and individual</p> |

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| | The curriculum impact is reviewed to ensure it meets the needs of all pupils. | schools Develop curriculum to engage all learners with a broad and balanced curriculum to meet needs | teachers. Moderation meetings to be held with HOS Continue to develop links with outside providers including work experience placements | EVP EVP | ongoing | pathways agreed for all children that are appropriate to their needs Curriculum is engaging and appropriate for all learners |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Lift to upstairs | The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils and visitors as part of the admissions process when required Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process | DHOS SC EP | Ongoing | Care plans/ access plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues |

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| | | Layout of school to allow access for all pupils to all areas (with the exception of upstairs classrooms, however the classes can be moved if a child with a disability requires it) | Risk assessments completed to ensure a disabled child can be safely accommodated. | DHOS / SC | As required | Access for all |
| | | Ensure all disabled pupils and visitors can be safely evacuated | Develop a personal evacuation plan to ensure all staff are aware of their responsibilities in relation to disabled pupils | SC | As required by children on roll or visitors | All disabled pupils and staff working alongside are safe in the event of a fire |
| | | Ensure hearing and visual environment in and out of classrooms is regularly monitored to support hearing impaired and visually impaired children | Risk assessments completed to ensure children can be safely accommodated Seek support from LA HI and VI advisors in accommodating all children Yellow lines added | SC | As required by children on roll | All children have access to the appropriate environment |

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| | | | and maintained as per VI service advice | | | |
| Improve the delivery of information to pupils and parents with a disability | <p>We are committed to supporting children with English as an additional language</p> <p>Staff handbook is available to support staff in producing resources for children for example with ADHD and dyslexia.</p> | Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in “simple” Pastoral team will support and help parents to access information and complete school forms | Senior admin Pastoral team | During admissions and ongoing | <p>All parents receive information in a form that they can access</p> <p>All parents are included in their child’s educational and personal progress including next steps.</p> |
| | | Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment | Admin Teachers DHOS | Ongoing | Excellent communication. Ongoing appropriate use of resources |
| | | Ensure all staff are aware of guidance on accessible formats | Guidance to staff on SEND including dyslexia in SEND handbook | DHOS | Ongoing | Staff produce their own resources that are accessible to all |
| | | Provide information in other languages for pupils or prospective | Access to translators, sign language interpreters to be considered and | DHOS | As required by children on roll | All parents feel welcome and part of their child’s school. |

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| | | pupils | offered if possible. Signage in reception to include all languages found in the school | | | |
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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 head teacher.

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

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|---|--|--------------------|-----------------------------|
| Number of storeys | 2 storeys to the front elevation with staircases at opposing ends. A lift for disabled access is available, good access is in place throughout. The 1 st floor serves the KS4 pupils. Downstairs access is good with appropriate access for wheelchairs and those with limited mobility. | None required To ensure personal evacuation plans are in place for any disabled visitors To evaluate need for yellow lines etc on stairs for VI on a 'need' based. | | |
| Corridor access | Corridors throughout are of sufficient width to accommodate a wheel chair and carer. Access to each corridor is good with no steps or restrictions in place. Access to the upstairs corridors may be gained through 2 wide stairwells with hand rails or through a dedicated lift. | None required To evaluate need for yellow lines etc on stairs for VI on a 'need' based. | | |
| Lifts | A lift appropriate for disabled access with a limit of 410kg and a capacity of 5 persons serves the | None required | | |

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| | 1 st floor. | | | |
| Parking bays | Two large parking bays adjacent to the main entrance are reserved for disabled users. | None required | | |
| Entrances | All entrances are sufficiently wide enough for disabled access and floor mountings are raised no more than 10mm above floor levels and are appropriate for wheelchair access. No steps are present. | None required | | |
| Ramps | A ramp (gentle slope) from both the north and south aspects to the west of the building provides access to a side entrance door. Two drop kerbs provide access from the carpark to the main entrance and a gentle slope with good access leads from the kerb to the entrance. | None required | | |
| Toilets | Two disabled access toilets are present. The first being in the main reception and the second being opposite the family room. There is additional disabled toileting facilities in sick bay. | None required | | |
| Reception area | Good access with wide spaces and appropriate entrance and exit points exists. Reception desk is | To consider options for additional camera | | |

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| | <p>at a height accessible to a wheel chair user and a fully retractable panel ensures good communication is possible at all times.</p> <p>Camera for visitor sign in badges is too high for wheelchair users or persons of restricted height</p> | | | |
| Internal signage | <p>Appropriate signage identifies escape routes and door functions. Can be seen from wheelchair height. Toilet facilities are easily identifiable.</p> | None required | | |
| Emergency escape routes | <p>Routes are well signed and kept clear at all times. Internal doors open in the direction of the nearest emergency escape route. Refuge areas are available on both stair wells. Access to the evacuation point is available from each 'zone.'</p> | None required | | |