



Springwood

High School

ACCESSIBILITY PLAN

Approved by: Governing Body

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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. We aim to reduce and eliminate barriers to access to the curriculum, and ensure full participation in the school community to any pupil, and future pupil, with a disability. In addition we also aim to eliminate those barriers for staff, governors, visiting professional, parents and any other members of the wider school community.

Springwood High School has a duty not to discriminate against disabled students in its admissions and exclusions, or provision of education. We will take reasonable steps to avoid putting disabled students at a substantial disadvantage.

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 including seeking advice and support from West Norfolk Academies Trust, Norfolk County Council and other partnerships.

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.

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
Increase access to the curriculum for pupils with a disability	<p>Springwood High School offers a differentiated curriculum for all of its pupils.</p> <p>Additional changing space is available for PE lessons. PE lessons have been adapted to suit students including wheelchair basketball.</p> <p>Manipulatives are available in subjects - for example mathematics, to meet the needs of those pupils who require support accessing the curriculum</p> <p>Regular assessments ensure curriculum progress is checked for all students, including those with a disability</p> <p>The curriculum offered by Springwood High School is broad, but reviewed annually to ensure it meets the needs of all students</p> <p>Additional provision is used to support individual students when</p>	<p>Ensure individual student needs are met</p> <p>Health care plans in place for relevant students</p> <p>Home-school communication</p> <p>Inclusive visits and</p>	<p>Annually check that the needs of new and existing students are met, ensuring that staff involved have information regarding the students' needs</p> <p>Ensure the SENCO and Medical Officer are aware of any needs, receiving relevant training and review Health Plans</p> <p>Family and school communicate regularly to ensure all needs are supported as is reasonable and practical</p> <p>Ensure any school visits</p>	<p>SENDCO, WI</p> <p>SENDCO, Medical officer</p> <p>SENDCO, year manager</p> <p>Trip organiser,</p>	<p>Annually</p> <p>Annually or sooner. As necessary</p> <p>Termly</p> <p>As required, at</p>

	<p>the need is identified Appropriate targets are set for all students</p> <p>Lifts available to allow physical access to most classrooms. Where rooms are not accessible this will be factored in when timetabling lesson to ensure all students have access to the appropriate accommodation and resources.</p>	<p>extra-curricular activities</p> <p>Curriculum access</p> <p>Curriculum delivery</p>	<p>and extra-curricular activities are open to all students where it is reasonable and practicable.</p> <p>Ensure that students with specific disabilities continue to be able to access a full curriculum suitable for their needs, and to allow them to fulfill their potential</p> <p>Ensure that the timetable does not include locations on upper floor for those with physical difficulties</p> <p>Ensure that all staff have the resources available to them to be able to deliver the curriculum to all students – this could include large print, revised, texts, braille documents, hearing loops, specialist classroom resources etc</p>	<p>EVC</p> <p>WI, HOD, SENDCO</p> <p>SENDCO, HOD</p>	<p>planning stage</p> <p>Annually</p> <p>Reviewed termly</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Dropped curbs and tactile paving present to give easier 	<p>Facilities and site maintained and adapted to allow easy and safe movement around the site</p>	<p>Full audit of the site to be carried in order to identify any further needs for additional aids.</p>	<p>Site manager</p>	<p>Annually</p>

	<p>access for sight impaired and for wheelchair users</p> <ul style="list-style-type: none"> • Changes of ground level (steps) and edges of stairs are highlighted in paint making them more prominent • Signage across the school (internal/external) present • Pathways are in good condition and without obstacles and trip hazards • External street lights in working order throughout the site • Ramps with handrails present on access to all buildings with external steps • Doors equipped with the correct vision panels and D-shaped handles • 3 passenger lifts are available on site • Corridor width- The corridors are wide throughout all buildings allowing easy maneuvers for wheelchair users • Disabled parking bays 		<p>Ensure the marking is maintained throughout the year.</p> <p>Identify any additional signage required and provide tactile signs</p> <p>Assess the condition of pathways on regular basis and act immediately on any hazards identified</p> <p>Ensure the lights are checked and maintained on regular basis</p> <p>Ensure all ramps have two handrails and they are painted with contrasting colour</p> <p>Ensure all doors meet the requirements</p> <p>Avoid any additional furniture in corridors that reduce width</p> <p>Provide signage on front</p>		<p>Termly</p> <p>Annually</p> <p>Monthly</p> <p>Weekly</p> <p>Annually</p> <p>Termly</p> <p>Daily</p> <p>Termly check</p>
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	<ul style="list-style-type: none"> • Disabled toilets and changing facilities-there are five spacious disabled toilets available on site equipped with handrails, grab bars, pull cords and mirrors • Library shelves at wheelchair-accessible height and multi-height desks available in labs • Refuge points for safety • PE changing zones have partitioned zones for privacy • All-inclusive toilets available throughout the site 		<p>gate directing to accessible parking bays</p> <p>Escape routes are regularly checked and clear of obstructions</p>		<p>Annual review in light of new regulations</p> <p>Daily</p>
Transition	Any student who may need additional support with transition is invited into the school a number of times prior to the end of their year 6. This will be in small groups and 1-1. Primary staff will also accompany the students where necessary	The transition needs of all students are met each year	Liaise with all primaries to ensure students requiring additional transition arrangements are catered for	SENDCO, new Year 7 team	Annually (process begins following offer day each year)

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 local governing body/

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy (WNAT)
- Equality and diversity policy and objectives (WNAT)
- Special educational needs and disability policy
- Managing medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground floor and one additional floor in most blocks	None		
Corridor access	All corridors are wide enough to allow wheelchairs to safely pass by others	All corridors kept free of obstacles	Site manager	Daily
Lifts	3 lifts on site	None		
Parking bays	Disabled parking available	Signage for accessible pays to be included at site entrance	Site manager	April 25
Entrances	Several entrances to different buildings on site. Some automatic doors present. Traditional wooden doors compliant. Door handles at correct height and with vision panels	None		
Ramps	All areas accessible via ramps	None		
Toilets	5 disabled toilets throughout the	None		

	site, along with additional all-gender cubicles in each area			
Reception area	The reception area and foyer are spacious enough to accommodate wheelchair users	Ensure the reception area is always free of obstructions (deliveries).	Site manager	Daily
Internal signage	Signage in place	Tactile signs not currently in place – not currently necessary and so will be added should the need arise		
Emergency escape routes	Escape routes signage provided throughout the site	Clear escape routes map should be available in key locations	Site manager	Easter 25