



Springfield Primary School



School Policy

Accessibility

Adopted: January 2025

Date for review: January 2028



Introduction:

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2014.

The Equality Act 2010 came into force on 1 October 2010 providing a modern, single legal framework, and a clearer, more streamlined law that will be more effective at tackling disadvantage and discrimination.

Protected characteristics definitions

There are nine characteristics protected under the Equality Act 2010. They are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or beliefs
- gender
- sexual orientation

These are the definitions given on the Equality and Human Rights Commission website:

Age

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.



Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Gender

How a person identifies

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

The three aims of the Equality Duty are:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

This means that Springfield Primary School has due regard to the three main aims of the Equality Duty in the course of day to day responsibilities within our schools and especially when any important decisions need to be made, implications under the Equality Act 2010 are considered.

Contextual

At Springfield Primary School, all classrooms and areas of the school are wheelchair accessible and two classrooms currently have modified taps for ease of use. There are disabled toilets for both adults and children either end of the school.

Where children have specific needs, these are taken into account when allotting classrooms to particular classes, eg ease of access to disabled toilet, suitable room to manoeuvre a frame or acoustics.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010:

“A person has a disability if he or she has a physical (including sensory) or mental (including LD and mental illness) impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Springfield Primary School community for pupils, and prospective pupils, with a disability.

Principles

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage



Springfield Primary School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Springfield Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
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Education and related activities

The school will continue to seek and follow Local Authority guidance, including that of Juniper Education and the Health and Safety team. The online system, Evolve, can be accessed by all teachers for up to date local and national policy and procedure involving PE, sport and offsite activities. External agencies will also be consulted for specific pupils and groups of pupils. These include the school nursing service as appropriate.

Physical environment

The school will take account of the needs of staff, pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In order to improve our provision, we will:

- listen to pupils to find out what constitutes a barrier or difficulty for them
- draw on parents' expertise to gain insights into what has worked well at home or in other settings
- take advice from outside agencies and charities where appropriate

Provision of information

The school will make itself aware of local services, including those provided through the LA, and otherwise, for providing information in alternative formats when required or requested. We will work collaboratively and creatively with other agencies, schools partners and stakeholders to identify ways of removing barriers and regularly review our provision.

Accessibility Register

The SENCo will hold a confidential accessibility register of all school users with disabilities, their individual needs and what provision has been made. The register will be updated and provisions reviewed on arrival of regular school users with accessibility needs, or when the needs of existing users change



| Action | How | Who | When | Expected Outcome |
|--|--|------------------------------|------------------------------------|--|
| Ensure all staff have an awareness of children's needs and their requirements | <ul style="list-style-type: none"> • Risk assessments completed as appropriate • Liaison with external agencies to ensure children with physical disabilities have correct equipment and access arrangements in place • Use of access arrangements for national tests • Speech and language support three days weekly • Changing and shower facilities available • Area provided for physio/OT • Counselling room available • Training on One Plans for NQTs and new staff | SENCo Pastoral Lead | Ongoing | Children and their families feel supported and their needs understood. Children with One Plans have access to the wider curriculum. EHCPs in place and targets met. Staff confident in supporting and meeting children's needs. |
| Support for staff with specific needs | <ul style="list-style-type: none"> • Vibrating evacuation warning device • Dyslexia support as required - lights altered in classroom, software etc | HT | ongoing | All staff have the equipment and tools they need to carry out their job appropriately |
| Maintain safeguarding standards | <ul style="list-style-type: none"> • All DSL training up to date • All staff complete safeguarding expectations • Information shared on a need to know basis with relevant staff • | Business Manager DSLs | As appropriate | School and staff committed to keeping children safe. All visitors and staff meet safeguarding expectations. |
| Ensure details of children's medical needs and allergies are shared with appropriate staff | <ul style="list-style-type: none"> • Purple folders updated • Info shared with school cook • Epi pen training • Diabetes training • Liaison with parents and professionals | Medical | | |
| Provision of essential kit and resources for SEND children | <ul style="list-style-type: none"> • Liaison with specialist teachers • Liaison with children and parents | SENCo | As required by individual children | Taps replaced in Y2 classroom and step provided |
| Continued maintenance of school site including disabled access | <ul style="list-style-type: none"> • Dedicated disabled parking bays • Remove any hazards to pedestrian access | Site Manager | | |
| Continued maintenance of internal areas to ensure | <ul style="list-style-type: none"> • Three disabled toilets available • Adaptations as required eg taps and step | Site Manager | Site evaluation termly or when | All children can access all areas of the school safely. |



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| access for all users | <ul style="list-style-type: none">• Set up specialist equipment• Visits by specialist teachers when new children join to check access• Corridor areas kept free from obstructions• Classrooms allow children with physical disabilities to move freely• Liaison with specialist teachers | Class teachers SENCo Pastoral Lead | children's needs change | |
| Ensure all appropriate policies are complete, agreed by governors and on the website | Polices updated | DHT | ongoing | All statutory policies are in place and up to date. |