

Accessibility Plan



Learning, Developing, Growing Together

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Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Spinfield School we are committed to ensuring equality of opportunity in line with the Equality Act of October 2010. We seek to demonstrate this through all aspects of school life and in particular through our commitment to every child, fulfilling their potential. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

As a school we will ensure that all pupils have the opportunity to achieve the very best that they are capable of and will also guide parents on how they can support their child's achievement. Where pupils experience barriers to their success we will work with them to address these in a sensitive and sympathetic way.

Through our work in the classroom we will ensure that pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have. We will also seek to foster within our pupils their own commitment to promoting equality. School is alert, as always, to all safeguarding issues and the prevent agenda.

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. AT Spinfield, we adopt policies from and work with Buckinghamshire Council and outside agencies that support the children's needs.

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 pupils, parents, staff and governors of the school. Where appropriate, the parents of individual children will be consulted.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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
Increase access to the curriculum for pupils with a disability	• Our school offers an adaptive curriculum for all pupils by planning for the needs of children and by consulting with parents • 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	To plan a programme to include children with a physical disability to participate in swimming lessons.	Consult with parents Visit pool and consult with staff Review equipment at the pool Risk Assessment Involve outside agencies to approve RA Consider fatigue as part of RA Consider travel arrangements Employ additional staff to support while in the pool	SENCo	April 2023	Child attends swimming lessons successfully.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To consider appropriate classroom for the next academic year	Consult with outside agencies – esp. in relation to fire exits Update PEEP	SENCo	July 2023	PEEP updated, staff understand how to ensure safe access in the event of a fire or in a fire practice.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • ChromeBooks/ Laptops • Apps and software	To review resources, ensure they are updated and meet individual children's needs.	Audit current resources Identify gaps and purchase resources to support. Ensure staff are aware of resources and provide appropriate training to use them. Use outside agencies to provide training on specific resources.	SENCo And Computing Lead	Ongoing	Staff have access to resources which help them to support children in meeting the expectations of the NC.

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 health and safety governor for approval at FGB.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy