Springbank Academy

Where dreams are realised and success is celebrated

Our whole school vision is:
Springbank Academy is a place where <u>all</u> of our children and staff will have the opportunity to <u>excel</u>. Everyone will be safe, happy and cared for. Our curriculum and values will <u>inspire</u> everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable <u>all</u> to gain the foundations for a quality future and a <u>love for life-long learning</u>.

Accessibility Plan
September 2023

Policy Lead: Tracy Oldham

Springbank Academy is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.
Springbank = success for all
There is a key that unlocks every child's learning, our job is to find that key.

> Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank School Policy.

Springbank Academy

Annual Disabled Access Audit / Action Plan September 2023

"The key to successful integration is ensuring that the door is always open and no routes to learning are blocked. Every effort is made to cater for the unique needs of each individual"

SCHOOL BUILDING

AREA	✓ or X	ACTION Required	PERSON Responsible
All the areas to which pupils should have access, including:			
➢ Classrooms	✓		
➢ Hall / dining area	✓		
➢ Playground	✓		
➢ Sports field	✓		
➢ Toilet facilities	✓		
Physical structures such as doorways, which may act as barriers to pupils who use wheelchairs	✓		
The existence of safe pathways of travel around the school site / parking arrangements	✓		
School environment not confusing or disorientating for disabled pupils with visual impairment	✓		
Signage / symbols in place	✓		
Accessible storage to enable disabled pupils to access aids and equipment in place	✓		
Reasonable adjustments in place to include people with whom their disabilities affect their hearing, including rooms with poor acoustics / noisy equipment	✓		
Emergency and evacuation systems, including alarm with both visual and auditory components	✓		

THE CURRICULUM

AREA	✓ or X	ACTION Required	PERSON Responsible
Is adequate provision made for making information available to all people who may need access to goods, services and facilities?	✓		
Do we provide information when required in Braille, large print, Comic Sans font (for pupils with a Dyslexia profile) or on audiotape for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓		
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities which	✓		

AREA	✓ or X	ACTION Required	PERSON Responsible
affect their vision e.g. by reading aloud, use of whiteboards etc.			
Do we have the facilities to produce written information in a variety of fonts, sizes and colours?	✓		
Do we make the use of RNIB guidelines on producing written information in accessible formats?	✓		
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		
Do we ensure our staff have the necessary training to support disabled pupils?	✓		
Do we make the most effective use of our support staff?	✓		
Are our classrooms optimally organised for disabled pupils?	✓		
Is the lighting / provision of blinds appropriate in all teaching areas?	✓		
Are lessons responsive to pupil diversity?	✓		
Are all lessons made accessible to all students?	✓		

THE SCHOOL CULTURE

AREA	✓ or X	ACTION Required	PERSON Responsible
Is everyone made to feel welcome?	✓		
Are there high expectations of all pupils?	✓		
Do staff, governors and pupils share a philosophy of inclusion?	✓		
Are all pupils equally valued?	✓		
Do our staff seek to remove all barriers to learning and participation?	✓		