

Springwell Park Accessibility Plan Statement 2025 – 2028 (reviewed Nov 2025)



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Springwell Park Primary –

Our Inclusion Vision is for every pupil in our school to achieve success educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. Our Accessibility Plan intends to achieve this vision by empowering our children to achieve all that they can.

Our aim is for every child to:

- Develop the necessary skills and knowledge to respond effectively to the challenges of the future.
- Be confident; have a strong sense of right and wrong; be adaptable and resilient.
- Develop as an independent learner who takes responsibility for his/her own learning, and who questions, reflects and perseveres in the pursuit of learning.
- Be able to contribute, work and communicate effectively with others, and to strive for excellence.

We believe that our parents, carers and school should work together to provide the best and most accessible opportunities for our pupils, and we will do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed.

We will ensure that we:

- Develop our school culture, policies and practice in order to include all our pupils.
- Access the right training and ongoing professional development to enable our continued focus on the process of further developing inclusion.
- Will build our inclusive approach on respect for difference so building relationships that benefit every child.
- Offer all our pupils excellence, choice, flexible and appropriate support, and facilitate the inclusion of their views.

In addition, we aim to promote positive attitudes towards people with health conditions of impairments.

Springwell Park Primary - Accessibility Plan Statement

National Background

Improving access to education and educational achievement for pupils with physical needs is essential to ensure equality of opportunity. To allow them full participation in society, access to employment opportunities and inclusion within mainstream education.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by introducing new duties on Local Authorities (LA) and Schools in relation to pupils with physical needs and prospective pupils. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the new Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment dutyⁱ.

The Disability Discrimination Act (2005) introduced the duty to promote disability equality from December 2006. This duty applies to EY settings, schools and LA. Schools and LAs have a planning duty to prepare and publish accessibility strategies and access plans in order to increase over time the accessibility of school buildings, and access to education and information for disabled pupils. Schools' Accessibility Plans should also consider access to after-school activities and Extended School activities if they are based on their school site.

Key National Documents

Disability Discrimination Act 1995 (DDA)

<http://www.opsi.gov.uk/acts/acts1995/1995050.htm>

SEND Code of Practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

SEN and Disability Act 2001 (SEND A)

<http://www.opsi.gov.uk/acts/acts2001/20010010.htm>

SEN Green Paper: Support and aspiration: a new approach to special educational needs and disability - A consultation (March 2011)

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027>

Children and Families Bill 2013

<http://services.parliament.uk/bills/2012-13/childrenandfamilies.html>

Draft legislation on Reform of provision for children and young people with Special Educational Needs (TSO September 2012)

Removing Barriers to Achievement

<http://webarchive.nationalarchives.gov.uk/20080906003404/http://teachernet.gov.uk/wholeschool/sen/senstrategy/>

Implementing the Disability Discrimination Act in Schools and Early Years Settings

<http://webarchive.nationalarchives.gov.uk/20091204130917/teachernet.gov.uk/whole-school/disability/disabilityandthedda/ddapart0/>

Reasonable adjustments for Disabled Pupils

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance/key-concepts/reasonable-adjustments/>

Equality Act 2010: Guidance on Matters to be taken into account in determining questions relating to the definition of Disability

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CC8QFjAA&url=http%3A%2F%2Fwww.equalityhumanrights.com%2Fuploaded_file%2Fguidance_on_matters_to_be_taken_into_account_in_determining_questions_relating_to_the_definition_of_disability.pdf&ei=cls8Ub21I-GP7AahqYGQCQ&usq=AFQjCNFfomnFA6mFhZmERSCa6qGzCVW5Rw&bvm=bv.43287494.d.d2k

Equality Act 2010 (Schedule 10)

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

The Equality Act (2010) A guide for those working with learners with sensory impairment: National Sensory Impairment Partnership (Nat SIP), Revised – March 2012

Our School Context

Through our aims, referred to above, we will endeavor to develop learners who are:

- self-aware, and have the necessary skills and knowledge to take on challenges of the future.
- confident learners who are adaptable and resilient, can think independently and communicate effectively.
- self-directed, and can question, reflect and persevere.
- active contributors, able to work effectively with others.

In order to achieve our aims and support our inclusive principles, Springwell Park will focus on:

- **Access to the Curriculum**
- **Access to Environment**
- **Engagement with children, young people, and their parents/carers**
- **Access to Information**

Access to the Curriculum

In line with the Teachers' Standards (September 2012), and a quality first teaching/adaptive teaching approach, Springwell Park Primary School will endeavor to:

- adapt teaching to respond to the strengths and needs of all pupils
- provide additional resources which enable pupils to learn effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.

- have a clear understanding of the needs of all pupils, including disabled pupils and those with special educational needs; and be able to use and evaluate distinctive teaching approaches to engage and support them

Springwell Park Primary will:

- plan for and teach children with learning needs providing appropriate intervention as needed.
- provide an inclusive environment where all children are given the chance to succeed and reach their full potential
- have a strong understanding of the graduated approach to identifying children with SEND.
- use a range of adaptive teaching strategies.
- ensure the effective supported transition of vulnerable children and young people.
- evaluate the outcomes of our current additional provision.
- make informed decisions about how best to use available funds/resources.
- recognise and develop the potential of our pupils and encourage a strong culture for success.
- enhance the life chances of our most vulnerable children.
- provide effective professional development for staff and governors.
- keep parents and carers informed.

Access to the Environment

As Springwell Park Primary was only completed in 2006, the school building is fully accessible to pupils / adults with physical disabilities including the presence of a lift. Springwell Park also has an Evac Chair will ensures a smooth and safe evacuation in emergency situations. Key staff are trained in using these and regular practices are completed to ensure the safety of our pupils.

Springwell Park Primary is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for pupils with Autistic Spectrum (ASC) or Social, Emotional and Mental Health Difficulties.

Springwell Park Primary will ensure we access the best advice and guidance from SENIS for supporting all pupils in our school.

We will ensure that we engage with support services from health and education who can advise about adaptations to the inside and outside environment, for individuals, to help include pupils with sensory integration needs. This will include advice and guidance relating to:

- issues of physical space and how to reduce distractions.
- opportunities to present information visually.
- providing organisational strategies to complete activities.
- having visual structure to help with organisation, increase clarity and provide instruction.

Cognition and Learning

Springwell Park Primary will:

- provide relevant and appropriate advice, training and assessment to support pupils with cognition and learning difficulties.

Communication and Interaction

Springwell Park Primary will:

- ensure that reasonable adjustments are made to existing classrooms and school accommodation to reduce distractions, such as creating individual work stations when appropriate.
- consider how the environment may cause sensory overload (e.g. lighting, noise levels, odors) and take steps to minimise this for pupils experiencing difficulty.
- have in place systems to assist safe travel around the school for pupils who need support e.g. accompanying the pupil to and from the playground.
- ensure that specialist advice and training is sought from the Specialist SEND Service and Educational Psychology Service regarding curriculum access and wider issues, when appropriate.

Social, Emotional and Mental Health

Springwell Park Primary will:

- recognise, act on and uphold Equality Act 2010 legislation, which states that schools are required to ensure disabled children are not treated unfavorably because of a reason arising as a consequence of their disability, and to make adjustments to ensure they can access all the benefits of their education and not be placed at a disadvantage. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs.
- consider the underlying causes of behaviour and in particular unmet learning needs when developing a school Behaviour Policy. If a child or young person has special educational needs or a disability, the policy should include the need to conduct a review of the appropriateness of the provision being made for them.
- consider ways in which we can gain the views of pupils who have difficulties with social and emotional aspects of learning to inform plans for strategies and practice that can enhance their social and emotional well-being and mental health.

Sensory /Physical Needs (including Medical Needs)

Springwell Park Primary will ensure that:

- a suitable space is available for therapy or medical needs.
- school staff are available to liaise with visiting professionals.
- staff attend manual handling training, where manual handling is a component of the support being provided.
- venues for educational trips and visits are accessible for pupils with mobility difficulties.
- risk assessments will be completed.
- we liaise with NHS agencies to ensure that specifically adapted equipment is correctly set up and staff are given the appropriate training.

Visual needs

Springwell Park Primary will ensure that:

- general and room signs are easy to read and at the correct height.
- PE equipment such as benches contrast against the floors/walls of gym.
- we have systems in place to assist safe travel around the school site e.g. keep corridors clear of lockers, bags and clutter.
- the school site will be regularly audited for potential trip hazards curled up carpet edges.
- we act upon advice given from the Vision Team in Sefton.

Hearing needs

Springwell Park Primary will ensure that:

- class teachers seek advice from the Advisory Teacher for Hearing Impairment (SENIS) when appropriate.

Buildings

Springwell Park Primary will endeavor to ensure that:

- minor adaptations to existing classrooms or buildings may be undertaken if it will provide for the needs of an individual pupil and where there is clearly an efficient use of resources
- reasonable adjustments are made, including the new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment duty¹. These adjustments will also take aspects of Health and Safety into account where relevant and appropriate, for example, in relation to issues of buildings' security
- we have an up to date Accessibility Plan that has been agreed by the Governing Body

Admissions

Our school will not take any action that might discourage the admission of any pupil with a disability.

Local Authority staff will continue to be involved in assisting with issues regarding individual placements.

Engagement with the pupil, parents/carers and partners

Springwell Park recognises that our parents and carers have a key partnership role to play in the development of appropriate services that meet the needs and aspirations of our school and the local community.

Access to Information

Springwell Park Primary recognises that we have a statutory duty to provide Accessible Information to our parents/carers and pupils, and we will strive to meet the most effective levels of communication with all members of our school community.

As part of this, we will:

- explain the measures that we are taking to promote accessibility to the curriculum and environment in our prospectus.
 - provide accessible information for disabled pupils, and their parents/carers, including disabled parents/carers.
 - where necessary, provide information for parents in alternative formats.
 - be clear about where parents/carers can obtain paper copies of information should parents and carers not have access to the internet.
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Evaluation and Review

Accessibility plans

The responsible body of a school in England and Wales must prepare:

- (a) an accessibility plan
- (b) further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period;

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum.
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.ⁱⁱⁱ

Consultation on the ethos, content and intent of this Accessibility Plan Statement has taken place with:

Springwell Park governors

Footnotes:

ⁱ A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The term 'special educational needs' (SEN) has a legal definition:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her

(Draft legislation on Reform of provision for children and young people with Special Educational Needs: September 2012)

www.legislation.gov.uk/ukpga/2010/15/schedule/10