Springmead Primary School
Accessibility Plan
Date: March 2026

Statement of intent

This plan outlines how **Springmead Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

Spiral Partnership Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Local School Committee Members.
- External partners.

Roles and responsibilities

The Local School Committee will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan and the Trust Accessibility Policy.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Local School Committee, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and Local School Committee to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Key Aim	Actions	By whom	Monitoring strategy	Success criteria	Review
To maintain the physical environment and safety measures of the school to ensure it minimises potential risks both for pupils and ensure that they can access the full curriculum and school experience.	• To ensure all areas of the school are fully accessible for all pupils and are of low risk to the health and safety of pupils and adults. • All staff to be responsible for reporting accessibility issues for remediation by site staff. • Review and adapt after-school clubs and school trips to ensure they are accessible to all pupils with disabilities. • Ensure every pupil with a mobility or sensory impairment has a written PEEP/PSIP that is reviewed annually and practiced during fire drills.	Headteacher Senior School Business Manager Site Manager	Termly health and safety audits. Annual Trust led health and Safety audit.	All pupils can access all areas of the school premises safely. All pupils can access the full curriculum.	
To ensure that all appropriate curriculum resources and adaptations are in place so that all pupils can access learning at all times.	• Continue CPD on adaptive teaching for all staff to ensure that adaptions are appropriate for all pupils. • To develop the digital offer to enable pupils to access all areas of the curriculum and become increasingly independent in their learning. • Audit digital tools that can be integrated into daily lessons for pupils with dyslexia or visual impairments.	Headteacher SENCo	Via school internal and external teaching and learning monitoring and work scrutiny programme with a focus on SEND pupils. Assessment data analysis. Pupil voice.	All pupils can access learning in all lessons, increasingly independently. Less adult support is required to facilitate learning. Gap in attainment/progress between pupils with SEND and their peers is closing according to termly data analysis.	

To ensure that disabled pupils receive appropriate levels of teaching by the class teacher.	• Planning and classroom practice reflects the responsibility on the class teacher to provide and deliver the appropriate curriculum to all pupils regardless of dis/ability.	Headteacher SENCo	Via school internal and external teaching and learning monitoring programme. Assessment data analysis. Pupil voice.	All pupils can access learning in all lessons, increasingly independently. Less adult support is required to facilitate learning. 100% of SEND pupils participate in at least one extra-curricular activity or trip per year.	
Develop and maintain relationships with relevant external professionals and agencies when required, including NHS, Children Services and mental health services.	• Staff are supported and have the expert knowledge required to support the child in success in development and learning. • Pupils receive individualised provision where required.	SENCo	Review of Assess, Plan, Do Review plans. Discussion with parents and carers. Monitoring of EHCP targets/annual reviews	Assess, Plan, Do Review plans and EHCPs are fit for purpose. Staff are confident to support all levels and types of learning. Pupils are safe, healthy and attendance is high.	
To ensure that all medication and medical/SEMH support is in place to enable pupil attendance and access to the full curriculum.	• Specialist training for staff in place to support specific medical needs. • Individual care plans in place where required in line with School policies. • Medication is administered in line with school policies. • Weekly attendance monitoring for all vulnerable groups. Daily reporting of absence to Attendance Lead for individual vulnerable pupils. • Coordination with Local Authority Attendance Team	Headteacher Attendance Lead	Review and upkeep of compliance records. Trust review of medication records and Individual Health Care Plans. Attendance data.	Pupils are safe, healthy and attendance is high.	

	for persistent and severely absent pupils.				