



Springwell
Leeds

Accessibility Plan

January 2019



Accessibility Plan 2018-19

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The academy Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the individual academy sites, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by **Springwell Leeds Academy**.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Learning and/or cognition
- Emotional well-being

The Accessibility Plan is structured to complement and support the Academy’s Equality Objectives, and will similarly be published on the academy website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Springwell Leeds Academy is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the academy. The Accessibility Plan shows how access is to be improved for students with disabilities, staff

and visitors to the individual academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to increase access to the curriculum for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have a disability; (If a school/academy fails to do this they are in breach of duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or academy visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Contextual Information

Springwell Leeds Academy is currently based on four sites across the city, three of which are temporary. Each of these settings has disabled facilities and toilets and has been appropriately adapted to meet current legislation. Wheelchair access is available into each building with the exception of the Brudenell site which is based on two floors with no disabled access to the upper floor. As a result of this, we will not place wheelchair users or those children or staff with mobility difficulties on that site – equivalent provision is available elsewhere. There is disabled parking on the sites with car parking facilities. All areas of the school grounds are accessible to wheelchair users, although some outdoor areas require adult supervision for wheelchair users.

At present we do not have any pupils or staff using a wheelchair or with identified mobility difficulties.

New Builds

Springwell Leeds Academy will move into the first of its purpose built accommodation from January 2018, with subsequent buildings opening in April 2018 and September 2018. These buildings are all built to meet current regulations regarding access and all areas are accessible by those with disabilities.

The Springwell Leeds Primary Academy is a recently refurbished building that has been refurbished to meet current regulations regarding access and all areas are accessible by those with disabilities.

The Current Range of Disabilities within Springwell Leeds Academy

The Academy is a specialist setting for pupils with Social, Emotional and Mental Health (SEMH) needs, but also may have pupils with a range of disabilities which include moderate and specific learning difficulties. When pupils enter the Academy with specific disabilities the Academy works with the LA professionals, previous schools / settings, parents and carers for assessments, support and guidance.

Where we have pupils who have medical needs, staff are made aware of this and clear plans are put in place to ensure that these needs are met. Where medication is required, the Academy has a clear policy on how this should be stored and administered. Further details can be seen in the Academy Health and Safety Policy.

Disability Equality Scheme Action Plan & Access Plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to the Curriculum					
All pupils have the offer of an appropriate and needs based curriculum.	<p>Ensure</p> <ul style="list-style-type: none"> The ongoing development and delivery of the specialist curriculum offer which includes support based on Nurture, Restorative and therapeutic provision The curriculum is diverse, challenging, and relevant and it covers learning in formal, semi- formal and informal methods of learning. All learning is target driven and rigorously assessed for success. KS4 curriculum is aimed at preparation for life post 16 for pupils with SEMH / SEND needs. 	Developmental in nature up to 2019	<p>SOW and learning plans with Literacy, Numeracy, expressive arts specialist guidance</p> <p>Information around post 16 courses.</p>	Principal, SLT, specialist teachers/ pupil support workers/ champions.	Ongoing/ Termly
Pupils with SEMH/ SEND are consulted and involved in their learning.	<p>Ensure</p> <ul style="list-style-type: none"> Pupils feedback and consultation around learning is pupil / teacher led and responses are supported. An appropriate system of reward for learning is accessible to all pupils All pupils can be part of the school council if they wish and involved in making important decisions about their academy. At some point the academy is linked to a regional school council organisation. Pupils are involved in termly/ half termly celebrations of success via newsletter / meetings/ events. 	Termly evident throughout Academy, annual audit.	Pupil voice forums Reward systems School council groups	Principal, SLT, Teacher, care team, SENDCO	Termly / ongoing
Parent/ carers are given guidance to support their child's learning, including transition	<p>Ensure</p> <ul style="list-style-type: none"> Parents/ carer receive information regarding the learning planned for the term/ half term which is communication friendly. 	Developmental in nature up to 2019 / 20	Springwell plans Parent groups Careers/ post 16 advisor. Care/ transition plans	Principal, SLT, Career advisor, Leeds Authority staff, Teacher, care team, SENDCO	Termly / ongoing

and preparation for adulthood.	<ul style="list-style-type: none"> Parents / carers are provided with the learning targets / plans for their child. Availability of parent information session to share information around specific areas such as Supporting ASC needs, Health start first aid, Post Springfield: transition to post 16 education. All pupils are fully supported through transition points in their education including post 16. Parent / carers can attend taster days/ sessions around transition within Springwell and to various training organisations in Leeds. 		Taster days/ information sessions		
Pupils with SEND are provided with adapted teaching and resources that best supports them.	<p>Ensure</p> <ul style="list-style-type: none"> Pupils are provided with small group teaching which allows for a high percentage of individual and paired teaching and learning. Pupils learning is supported by professional advice and guidance from <ol style="list-style-type: none"> SENDCO's Specialist teachers of literacy and numeracy, expressive arts, and sports. Specialist such as Educational Psychologists, Psychotherapists, Counsellors, Therapeutic Social workers, SALT (Speech and Language therapists), HI and VI specialists as required. Pupils access to vocational provision which will include work experience opportunities. Pupils have access to all resources and support that their needs require as highlighted in their needs profile. 	Termly evident throughout Academy, annual audits	High staff to pupil ratio. Availability of direct professional support. Specialist medical and social care professional support. Work experience placements.	Principal, SLT, Career's advisor, education and clinical professionals, SENDCO teachers and all support staff.	Half year checks as a minimum.
The curriculum and learning environment is suitably adapted to	<p>Ensure</p> <ul style="list-style-type: none"> All pupils will access a curriculum which is context based and encourages active engagement in learning which encourages independence and social and emotional development. 	Developmental in nature up to 2019 / 20	Development of nurture and PHSE based curriculum. SCLN communication based systems and	Principal, SLT, SENDCO, teachers, care team leaders, support workers	Ongoing/ daily

best meet learning needs.	<ul style="list-style-type: none"> The curriculum is supported through exceptional care, support and guidance and is delivered in a safe and nurturing environment which may include workstation based learning. The development of a total communication system which is pertinent to Springwell pupils, this includes visual timetables, signage, visual reward charts. Availability of specialist equipment as needed eg height adjusted tables, specialist sensory equipment. Learning activities which are presented in a variety of ways. 		professional support for this. If required occupational therapy/ health professionals.		
Academy staff are supported to work with / support the learning needs of pupils with SEMH/ SEND	<p>Ensure</p> <ul style="list-style-type: none"> Availability to all staff, ongoing specialist training as appropriate to current pupil needs. Promotion of specialist staff within Springwell who are identified as champions in different areas of need for example; Behaviour Management, Positive handling and team teach leaders, ASC and ADHD, Mindmate (MH), Nurture, soft therapeutic approaches eg play, gardening, Medical conditions including epilepsy. All staff attend regular appraisals and complete audits for training needs. There is a planned programme of continued professional development linked to the academy development plan. 	Annually	Specific audits for staff CPD documentation and protocols Academy development plan Specialist trainers and facilitators including external organisations.	Principal, SLT, SENDCO, Outside training providers, professionals linked to Springwell	Half yearly
Expert advice is made available for supporting pupils learning in regard of SEMH and SEND.	<p>Ensure</p> <ul style="list-style-type: none"> Experts in the academy as effectively deployed to support all staff and is pupil need led. The ATS panel is fully effective is providing higher level support for the SEMH needs of pupils referred to it. Establishment of 'SEMH expert' links in the local and wider community including at trust and national levels. 	Annually	ATS panel professional's meetings. Leader / members of the ATS information exchange. Academy trust and national organisation contact.	Principal, SLT, SENDCO, Therapeutic and professional staff linked to the ATS panel	Termly/ ongoing

Access to communication

All parents have ability to contact for advice regarding their child's SEMH / SEND needs	<p>Ensure that</p> <ul style="list-style-type: none"> • The 'Open door' policy of Springwell and daily communication is effective • Pupil concerns are discussed at admission meetings; annual person-centred review meetings and review days. • Website contacts in terms of names, phone and email contacts for key staff who support in this area for each academy site. • Parents can schedule face to face meetings via the administrative staff team. • Home school communication including written logs, electronic apps such as dojo are fully functioning. • Text and email communication is available • Signposting to specialist services are made readily available • Support for a translator is available from within the Springwell staff team via LCC. 	Developmental in nature up to 2019 / 20	ICT support services input I pads and specific Apps, Scheduled / supported meetings with parents. Specialist services contact list. LCC support for specific parent needs.	Principal, SLT, Site admin staff, IT technicians, care team staff. PSA	Annually
All parents know 'who's who' in relation to any concerns they may have.	<p>Ensure that</p> <ul style="list-style-type: none"> • Contact information is clearly available on the academy website/ academy parent book/ admission pack. • Information is sent, provided, when visiting the academy in a communication friendly form. • Communication friendly centre Information boards are present in reception areas (with the inclusion of safeguarding information) • Specific staff members who support parents (PSA's) ensure that access to wider agency support specific to a child, young person is available if requested (via ARBOR). 	Evident throughout the Academy, annual audits.	ICT support for website development, Administrative staff to manage notice boards, care team to develop parent friendly correspondence.	Principal, SLT, Site admin staff, IT technicians, care team staff.	Annually
Parents/ carers are kept fully informed of their child's progress	<p>Ensure that</p> <ul style="list-style-type: none"> • 'Open door' policy is effective. 	Developmental but evident throughout the	Admin support Parent / carer sessions to give guidance	Principal, SLT, Site admin staff, IT technicians, care team staff, teacher,	Ongoing

	<ul style="list-style-type: none"> Processes are effective around pastoral calls made daily and each week by class teams. / Review Days / Meetings arranged in school if a parent/carer requests this. Full implementation of academy based pupil information systems such as Dojo, texting, daily phone calls and daily logs are systematically applied and checked for efficiency Parents given full progress feedback on allocated half termly review days, child centred and Multi agency meetings. All written reports are available to parents including updated EHCP's, annual progress reports, OPP, PLP, Needs profile, Risk assessments and PHPs. Informal sharing of information can take place during parent event meetings such as coffee mornings and celebration of success events. Parent/ carer have regular access to their child's PSA (parent support advisor and care team staff. All parents receive the academy newsletter published monthly and can follow pupil achievements on the academy twitter site. 	Academy, annual audits.	Parent/carer review meetings scheduled on a regular basis Completed RA and PHP Distribution of parent/carer documentation.	pupil support, SENDCO, PSA	
Parent/ carers can give feedback to the school.	<p>Ensure that</p> <ul style="list-style-type: none"> 'Open door' policy allows for daily feedback to staff members at Springwell. Phone calls are answered within one day of receipt and all calls are recorded in the communication log of ARBOR. Written feedback in the form of letters, medical notes, professional reports are acknowledged to parent/ carers with suitable actions followed. Parent/carer feedback / voice forms are used to make informed decisions for the CYP. Parent / carer is directed to the required staff member eg if specific issues around wellbeing are feedback, then this is directed to the teacher and pupil support worker. 	Evident throughout the Academy, annual audits.	Available 'drop in' sessions for parent/ carers, parent voice, MOB and email facilities, debrief notes,	Principal, SLT, PSA, care leaders, teacher and support staff	Ongoing

	<ul style="list-style-type: none"> Feedback is shared appropriately via the care team leader at the debrief to staff at the end of each day. Positive parent/ visitor voice books are available in all site reception. 				
Parent / carers have an opportunity to have their say about their child's education and become involved in the life of the school.	<p>Ensure that</p> <ul style="list-style-type: none"> Availability of feedback which is communication friendly at all meetings parents attend. There is access to a parent forum Parent/ carers can become involved in their child learning topics. Open days / celebration mornings occur on a regular basis at each academy site. Signposting and involvement of local community links that parents can become involved with which support Springwell. Participation and attendance at fundraising and good cause events. 	Developmental in nature up to 2019 / 20	Collation of feedback information Parent forum groups Scheduled celebration events Identifiable community links.	Principal, SLT, PSA, care leaders, teacher and support staff	Annually
Parent / carers are provided with information, guidance and advice which includes support for completing forms and paperwork.	<p>Ensure that</p> <ul style="list-style-type: none"> Parents/ carers have direct support around: <ol style="list-style-type: none"> Transport to and from school Applying for funding such as DLA or PP funding Understanding school curriculum / pastoral systems Signposting/ guidance from external agencies such as SENDIAS, YOS, CAMHs, SEMH, ASC, ADHD organisations as well as parent /carer specific groups. Safeguarding Therapeutic support within and beyond Springwell Academy. Parent/ carer home school visits are made available Availability of scheduled meetings to support form filling and 1-1 guidance for parents. Support through specific plans such as PEP, EHP, CIN or CP is provided in a transparent and timely fashion. 	Evident throughout the Academy, annual audits.	Home visit records completed Therapeutic support timetabled Regular parent /carer meetings Completion and access of plans	Principal, SLT, PSA, care leaders, administration	Ongoing

Access to the environment (external)					
All pupils have access to a modified environment that is specific to their SEMH/ SEND needs.	<p>Ensure that</p> <ul style="list-style-type: none"> Sensory and physical environment audits are carried out for pupils when required and adjustments made as required including visual stress apparatus and loop systems for deaf support. Pupils have availability of any specific/extra resources that support their SEMH needs that may not currently be available in the new school for example this may include access to swimming/ hydrotherapy facilities. 	Developmental in nature up to 2019 / 20	Specialist equipment such as reading rulers and loop/ mike systems Timetabled access to swimming/ water sport activities	Principal, SLT, PSA, SENCO, teacher, VI, HI specialists, sports leader	Annually
All pupils have full access to activities outside of the classroom including trips and physical activities	<p>Ensure that</p> <ul style="list-style-type: none"> Ensure all outdoor activities within and outside of Springwell are subject to individual recorded risk assessments which are based upon the pupil needs Risk assessments follow the local authority guidelines. Teachers with support from the care team are responsible for the completion of group educational visits risk assessments. If individual risk assessment is required for specific pupils with high level SEMH needs that these are completed at the start of the year in conjunction with the SENDCO, SLT member and associated professionals linked to the pupil. All school premises undergo ongoing rigorous Health and safety checks All staff attend annual safeguarding training as required. 	Evident throughout the Academy, annual audits	Risk assessment LA guidance and training Health and safety audit information Safeguarding training	Principal, SLT, safeguarding leader, teacher, care team leader	Annually
All pupils have access to learning environments that actively promote their wellbeing.	<p>Ensure that</p> <ul style="list-style-type: none"> All care and medical plans are regularly updated and shared. All accidents, injuries are recorded All staff have responsibility for the welfare of pupils, each other, and visitors, therefore training in first aid and administration of emergency medication needs to be evident. Promotion of positive self-regard and social and emotional development through the availability of such activities trips, sporting events, dance and art festivals, horse or animal therapy groups, school productions 	Developmental in nature up to 2019 / 20, (annual audits carried out).	School based nursing / medical support worker First aid training events, Training, guidance, sharing of feedback for planning extracurricular activities and trips Animal therapy support contacts	Principal, SLT, safeguarding leader, teacher, care team leader, administration staff	Annually

About this plan

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