



Accessibility Plan

Springwell School 2025-2026

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

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.

Springwell School is a happy, caring and safe environment where we all work together, success is celebrated and everyone is valued.

Our philosophy

Our philosophy at Springwell is simple – it is to provide our children with the best. The best being the richest and most rewarding educational experience possible.

We all work towards providing our children with the greatest opportunity to grow intellectually, morally and socially. The environment is safe, nurturing and stimulating, so that every child reaches their full potential. Each child is valued greatly as an individual and his or her achievements are given the merits they richly deserve.

Our vision

- To provide an exceptional education for pupils with a wide range of special educational needs and/or disabilities (SEND) from Hartlepool and beyond.
- To be a Centre of Excellence for primary SEND in Hartlepool by offering support and guidance to schools, families and the wider community.

Our aims

- To create an environment, enriched using the local community, which encourages personal growth and celebrates the achievements of all.
- To develop a creative, skill-based curriculum that is fully differentiated and personalised to meet individual needs.
- To ensure that each child enjoys and fully participates in the life of the school and makes a positive contribution to the community.
- To ensure that as our children develop, they will become more confident and independent in their learning.
- To work with parents and other agencies in a real partnership which facilitates the educational and social development of the children and provides a support network amongst parents.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increasing access for all pupils to our Springwell curriculum; this includes teaching and learning in the classroom, outside areas within school, local facilities and visits to places across the Northeast as well as participation in after school clubs, leisure and cultural activities and sports events.</p>	<p>Springwell School is a special school for children with a broad range of needs including profound and multiple learning difficulties (PMLD), severe learning difficulties, specific learning difficulties, Autistic Spectrum Disorders (ASD) and Social, Emotional and Mental Health difficulties (SEMH). There are 94 places for children aged between 3 and 11 years of age who are predominantly from the Hartlepool area.</p>	<p>1. Following full implementation of the new curriculum for Springwell we continue to review and improve the curriculum</p>	<p>Identify teacher training needs on curriculum access and the implementation of the curriculum through Appraisal</p> <p>Plan staff meetings, PD days and CPD in response to identified needs</p>	<p>SLT</p> <p>DHT - SB</p>	<p>June- Sep each year</p> <p>June and January each year</p>	<p>Raised staff confidence in strategies for increasing pupil engagement and progress for all groups of pupils</p>
	<p>We want all children to enjoy school and to be supported to achieve their very best. We are committed to giving all our children every opportunity to achieve and make progress from their varied starting points.</p>		<p>Review the impact of the core curriculum in Lower Glitter, Upper Glitter and Bronze Pathways.</p>	<p>SB, CD & JI</p>	<p>October 22 - June 24</p>	<p>An effective, well planned broad and balanced curriculum.</p>
			<p>Ensure all teaching</p>			

<p>Improving teaching and learning lies at the heart of the school's work. Through self-evaluation and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote outstanding learning for all children. We aim to meet every child's needs within mixed aged, similar ability classes.</p> <p>It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend school clubs, leisure and cultural activities with frequent visits and real-life experiences.</p>	<p>2. Highly Effective use of IT to support learning across all subjects</p>	<p>areas have appropriate IT access including large mobile interactive screens, class Ipads and bespoke packages for individual children</p> <p>Ensure software is installed where needed and kept up to date with new developments</p> <p>Further develop the use of technology to increase communication skills including Eye Gaze</p> <p>Continue existing links with mainstream and SEND groups to further extend the range of opportunities for pupils and bid for additional facilities</p> <p>Investigate funding for a sports hall/gym for multisport and specifically rebound therapy</p>	<p>IT Co-Ordinator & Site Manager</p>	<p>May each year</p>	<p>Hardware is fully accessible and safe for all pupils</p>
	<p>3. Further develop the PE/PD curriculum to ensure physical activity maintains a high profile and contributes to improved outcomes for pupils</p>		<p>PE/PD Co-ordinator linked to Sports Premium</p>	<p>June each year</p>	<p>Increased pupil participation and progress</p> <p>Improved communication for targeted pupils</p> <p>No of pupils accessing Clubs is maintained</p>
			<p>SLT</p>	<p>October 25</p>	<p>Wider access to facilities and more regular rebound therapy for identified pupils</p>

<p>Improving access to the physical environment of the school; this includes improvements to the internal and external parts of the school and physical aids to education.</p>	<p>Springwell School is continuing to grow, develop and adapt to the changing needs of our pupils. The main building continues to be adapted, and the facilities further improved.</p> <p>We have a range of facilities, equipment and resources available for day-to-day use. This includes soft play, hydro pool, sensory rooms, trim trail, outdoor areas and two minibuses. Access to these facilities is available to the benefit Springwell pupils and the wider community. They are currently accessed by Puddle Ducks, parent groups, Little Stars, Playgroup, a range of therapists and pupils from other schools in Hartlepool.</p> <p>The environment is adapted to the needs of pupils as required. Please refer to accessibility audit June 2018.</p>	<ol style="list-style-type: none"> 1. Staff and governors are aware of the physical access needs of pupils, parents/carers, visitors and staff 2. Ensure access to outdoor learning opportunities from all classrooms 3. Ensure all pupils can be safely evacuated 	<p>Ensure all planned changes to the environment consider the impact on all groups. Additional consideration to be given to internal and external door access</p> <p>Consider access needs during all recruitment processes and be clear with candidates about the physical aspects of the job including manual handling, exposure to bodily fluids and high-level equipment/door access etc.</p> <p>Further Develop outside areas to ensure they are accessible to all and support the sensory regulation and physical development of all pupils.</p> <p>Maintain an up-to-date Emergency Evacuation plan including to another school - Throston School</p> <p>All fire escape routes</p>	<p>Governors</p> <p>SLT</p> <p>SLT</p> <p>HT - ZW</p> <p>HT - ZW</p>	<p>Ongoing</p> <p>Ongoing during recruitment</p> <p>Spring 25</p> <p>September each year</p> <p>Fire drills within the first 10 days of</p>	<p>All changes to the physical environment improve access</p> <p>Access issues do not negatively impact on recruitment and retention</p> <p>Increased pupil progress especially in Sp&L, physical development and social skills</p> <p>All pupils, staff and visitors are safe in the event of emergency evacuation</p>
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			are suitable so that children can be safely escorted from the premises by adults. Due to the needs of the children, adult supervision is always in place.		each term	
<p>Improving the quality of written information to pupils, parents/carers and visitors. The information should take account of disabilities and preferred formats of information and be made available within a reasonable timeframe.</p>	<p>Information is currently available in various forms including letters, texts, emails, social media, school website and verbal communication but it is not always presented clearly, concisely and as timely as possible. Please refer to accessibility audit June 2018.</p>	<p>1. Review information to parents/carers to ensure it is accessible</p> <p>2. Improve the delivery of information in an appropriate format</p>	<p>Provide all written information and letters in clear print in plain English</p> <p>Staff to support parents/carers to access information and complete forms</p> <p>Encourage and support parents/carers to use Parent Pay</p>	<p>All staff</p> <p>All staff</p> <p>SBM</p> <p>AHT (LH)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 25 – July 27</p>	<p>Improved communication with parents/carers</p> <p>Increased parent/carer confidence in their child's needs being met</p>

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the Head Teacher.

5. Links with other policies

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

- Complaints Policy
- Educational Visits Policy
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disability (SEND) information report
- Supporting pupils with medical conditions policy

