

Accessibility Plan

December 2013



Springwest Academy	
Person(s) Responsible:	Principal
Status:	Statutory
Date Approved:	10 December 2013
Date of Review:	3 years

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced most of the Disability Discrimination Act 2002) and to ensure that School continues to improve all aspects of the physical environment of the school site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by the School.

Definition (Equality Act 2010)

With the terms of the Act, the term “disability” is defined thus:

“a person with a disability is one who has physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities”.

An impairment has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned.

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, physical conditions and behavioural conditions.

Recent School Developments:

2011-12	Adapted Minibus replaced
	Improved parking area created for home-school transport
	Ceiling hoists replaced in disabled bathrooms
	Tracking hoist installed in physiotherapy room
	New assistive technology equipment purchased for individual students
	Foundation Learning Pathway introduced with new school link programme (Capel Manor School)
2012-13	Replacement of blinds in main block class rooms with blackout blinds to improve visibility of interactive white boards and projected images
	Replacement flooring on ramped areas and classrooms where floor covering was lifting or at risk of lifting
	Purchase of additional height adjusted tables
	Purchase of additional trip-trap chairs
	Automatic opening doors installed on ground floor
	Repainting of handrails & pillars to improve visibility
	Complete refurbishment of covered walkways linking buildings
	Creation of a sensory room in Autistic Recourse Area(ARC)

	Refurbishment of the Annexe to provide accommodation for new Centre for vulnerable students (The Hub) and improved facilities for Behaviour Intervention (The BASE)
	Purchase of specialist equipment for students returning to school following spinal surgery

Maintenance and renewal:

To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular reviews undertaken by the Site Team and Business Manager.

Individual Needs:

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by SEN team (for students) and line managers (for staff).

The School is working with the London Borough of Hounslow on developing its response to the Children & Families Bill and the implications for young people with SEND.

Specific Priorities include:

- Ensuring that Hounslow's Resourced Centres located at the School have appropriate levels of staffing, therapy and facilities to meet the needs of students
- Continue to improve the physical environment to accommodate the needs of all users
- Keep under review the provision for students who enter the School below L3
- To keep under review the School's responsibilities in this area under the provisions of the Equality Act

In addition to these priorities the school will:

- Provide ongoing training for manual handling, epipen and de-fibrillation use and the use of the Evac chairs on site
- Work with The Rise Free School to develop its provision for Autistic students through co-location on Springwest Academy site
- Consider improving provision for VI and HI students

Curriculum delivery:

The school's ethos and SEND Policy make clear the school's approach to the delivery of the curriculum. The School actively seeks the support and advice of all relevant services to ensure that the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis.

Associated policies and plans

This plan should be read in conjunction with other relevant documents including:

- Special Educational Needs Policy
- Social Inclusion Policy
- Curriculum Documents

- School Evaluation and Development Plans
- Disability and Equality Documents
- Nut Free School

Review and Evaluation:

This plan will be reviewed every 3 years by the Local Governing Body.

It will be monitored and evaluated by the Finance Director and SENCO through reports to the Aspirations and Wellbeing Team and attached Governors.