



Accessibility Plan

2026-2029

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Accessibility Statement

At Sheffield Springs Academy we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

This Accessibility Policy and Plan are produced in compliance with current legislation and requirements as specified in Schedule 10, (relating to Disability,) of the Equality Act 2010. It also operates alongside and within the Academy's special educational needs (SEN) policy. School governors and United Learning are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed period.

Our aims are:

- To ensure that the physical environment of the school buildings and grounds is managed and improved to meet the needs of a range of current and prospective students with disabilities as well as staff members and visitors, parents/carers.
- To ensure staff, visitors or students with SEN and disabilities are not alienated or discriminated against.
- To ensure that everyone is equally able to access the curriculum, information and employment where required.
- To challenge negative attitudes about disabilities and to develop a culture of awareness, tolerance and inclusion.
- To ensure the curriculum is differentiated to meet the learning needs of students with SEN needs and disabilities.

Sheffield Springs Academy aims to treat all its pupils equally and with respect. Providing access and opportunities for all pupils without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore Sheffield Springs Academy regularly trains all staff and governors on equality issues, including the Equality Act 2010.

This plan will identify areas where we can enhance the experience for students, staff and visitors. This plan will be reviewed annually and updated every 3 years or when necessary, within the 3-year period. The Accessibility Plan will be published on the Academy website and will be monitored by the local governing body.

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with a medical condition policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

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](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

Facilities & Accessibility Details

- Disabled parking spaces within close proximity to entrance

- Automatic doors and accessible reception
- Hearing loop installed at reception
- Multiple disabled toilets and wet rooms
- Lift access across all floors
- Evacuation chairs and PEEPs in place
- Wheelchair accessible minibus

Action plan

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** – Sheffield Springs Academy will continue to seek and follow the advice of appropriate specialists. Our SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of Sheffield Springs Academy 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** – Sheffield Springs Academy will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Aim	Current good practice	Actions	Person responsible	Date
Increase access to the curriculum and all aspects of school life, for students with a disability	This section of the plan will be accomplished in conjunction with the SEND policy and will adhere to the academy's vision and aims. The academy will ensure that the curriculum is equally accessible to all students irrespective of disability in accordance with the Equalities Act 2010 and the SEN and Disability Act 2001. This will include teaching and learning as well as extra-curricular activities. The academy will maintain good communication links with other agencies regarding students' information. This will ensure a smooth transition for students moving both from and to the academy. The academy will strive to identify any barriers to the curriculum as quickly as possible and ensure that pupil passports reflect these and are	Profiles reviewed termly in line with Code of Practice	SEND Team School medical officer	Ongoing

	shared with all relevant staff. Teachers will use appropriate technology as provided by the SEND team, in conjunction with the Hearing-Impaired team, to support students with hearing impairments. • The academy will work closely with students, their families and staff members to embed inclusive practices and will match levels of support to the identified needs of the student. • All class teachers will consider, in advance, the needs of each student to ensure they have equal access to the curriculum. For example: Seating plans may need to be considered in accordance with SEN requirements or special equipment may be required and in place for learning E.g exercise books, hearing microphones, pencil grips, laptops, writing slants or magnifying aids. • The appropriate access arrangements will be			
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	made for students requiring exam support. • Further consideration may be required for the delivery of practical lessons for disabled students. All practical subjects have accessible workspaces including height adjustable desks in the Science labs and a full accessible kitchen in the food and nutrition room. In this scenario a risk assessment must be completed. This should consider the student and any other person affected by their participation or omission. • The school minibus is equipped for wheelchair accessibility so students who require the use of a wheelchair will not be limited for learning outside the academy. • For students who require bespoke feeding E.g PEG fed, a sanitised and private space will be available and monitored and supported by the medical officer. • There is rigorous staff training to ensure individual needs are met within the classroom and			
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	as part of quality first teaching.			
Aim	Current good practice	Actions	Person responsible	Date
Improve the delivery of information to students, staff and parents with a disability.	• Student needs are identified and reviewed. • All policies and other relevant documentation will be published on our website. Hard copies can be made available on request to the admin team E.g. enlarged font or alternative languages • Documents can be provided in other formats, upon requests to the reception, to meet the needs of the receiver. • We often use an interpretation service for parent/staff meetings and important documentation. • Staff adjustments would be implemented as part of the induction.	Ongoing review of students needs and plans. Communication to relevant staff via Pupil passports and care plans. School to consider the completion of data collection forms for parents with additional needs, supported via the admin team. We are moving towards more accessible social media and website communication. Introducing less blocks of text and instead using more images and video where appropriate.	SEND Team Data Team Admin Team Operations Team Medical Officer	Annually at transition
Improve the building and facilities to ensure that all spaces are easily	Sheffield Springs Academy is a purpose-built education facility	Continue to monitor measures are adequate and	Facilities Team	Ongoing

accessible for people with disabilities or SEND	which opened in February 2008. It is a single building over three floors constructed around an amphitheater area. The site shares one access route with a leisure centre. The premises has a 100-space carpark to the right rear, a large yard at the rear and games fields to the left of the building (from Hurlfield road). • Individuals with a mobility barriers will have timetables scheduled to avoid high volumes of traffic on the corridors when possible. We will also work with the individual to discuss a PEEP and if required a care plan. • All practical subjects have accessible workspaces including height adjustable desks in the Science labs and a full accessible kitchen in the food and nutrition room. • Car Park Access: The Academy has 5 disabled parking spaces which are within the required 50m vicinity of the building main entrance and reception area (Actual	review new/ additional options introduced in the market. When making changes to the building ensure they will not cause detriment to anyone accessing the premises.	Operations Team School medical officer	
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	7m), and this is a well-lit route. These spaces allow a width of at least 360cm and a length of 500cm. The route to the main entrance is considered well signed. Access from the car park to the entrance is level and there are dropped kerbs where necessary. The main car park is well lit and monitored by CCTV cameras to enhance safety. The surface of the car park is level tarmac. • Entrance Access: There is a main entrance, a student entrance and a sports entrance to the academy all of which are on ground floor level and allow easy access for wheelchair users. The main entrance doors are automatic but controlled by a maglock and intercom system which is at wheelchair height. The other entrances are controlled by a maglock system. The reception has a hearing loop facility.			
Aim	Current good practice	Actions	Person responsible	Date

	• Meeting Rooms: There are 2 meeting rooms at ground level adjacent to the main reception which are wheelchair accessible. • Toilets for the disabled: The school has 8 disabled toilets throughout the three floors and 2 wheelchair accessible shower wet rooms with toilet and shower facilities which comply with the required dimensions of 220cmx150cm (actual toilets 4.5m2 and wet rooms 6.7m2) and have contrasting coloured grab rails. In both wet rooms there is an emergency pull cord which, if pulled activates an alarm which is both visual and auditory outside the wet room. • Corridors access and stairwells: Fire doors may require some form of assistance with opening for wheelchairs users. All visual panels are at wheelchair height. All corridors are clear of obstruction and internal doors give an opening exceeding the 75cm required. Stairwells are accessed via maglock	Regular reviews of these areas take place to ensure the ongoing demands of the school cohort and community are met.	Facilities Team Medical Officer SEND Team Operations Team	Ongoing
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	controlled doors and have a rise of 16cm and a going of 30cm the flights are 165cm width which exceeds the required minimum of 100cm. The nosing has a contrasting-coloured strip to indicate the drop. There are 12 steps in each flight and intermediate landings between flights. The stairwells have continuous handrails on both sides, and these continue at least 30cm past the top and bottom of the stairwell. • Main Hall: The main hall is on the first floor which is accessible by lift or stairs via the main foyer. There is no hearing loop fitted in the main hall. Individual technologies would be in use depending on the specific needs of the individual. • Evacuation chairs: We have installed evacuation chairs and have trained trainers who can ensure the appropriate person can use the chairs if a PEEP indicates that this is a requirement. A PEEP will be written by the school medical officer and agreed with the			
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	student, staff member or visitor. The logistics of an emergency evacuation are detailed in the emergency evacuation procedures. • Lift access: We have 2 lifts in school, one passenger lift allows access to all 3 floors and is accessed with a swipe pass, and one platform lift that allows access to the first floor and is accessed with a key. • Minibus: The minibus is fitted with wheelchair access, and all drivers are trained in how to use it.			
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4. Monitoring arrangements

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo, Medical Officer and Health and Safety lead.