



No Barriers to Excellence



Ambition



Collaboration



Equity

Accessibility Policy

	Name	Date
Written by	Clive Less	Jan 2017
Approved Directors v1.0	Clive Lees, Chair of Directors	Feb 2017
Review v1.1	Clive Lees, Chair of Directors	Feb 2018
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Review v1.3	John Cliff, Chair of Trustees	Feb 2025

Accessibility Policy

The Spring Partnership Trust are fully committed to our member schools being as inclusive as possible, so that every child can reach their full potential. This applies to all settings in our schools – nursery as well as compulsory school age; mainstream as well as (where relevant) enhanced learning provision/specialist bases; core school time as well as before and after school care and activities.

TSPT also aspire to our schools being as accessible as possible to all our parents/carers, staff and volunteers, whatever their needs and circumstances.

Roles & responsibilities:

- Pupils and parents/carers will: alert the teacher or a senior leader if they are concerned about an issue of accessibility or have ideas about further improving inclusion
- Member schools will: develop, maintain and keep under review a relevant and appropriate accessibility plan which must be written in accordance with current legislation and requirements as specified in the Equality Act 2010
- TSPT central staff will: provide support to schools as necessary to encourage accessibility for all
- Staff responsible for designing school or Trust website content are aware of Web Content Accessibility Guidelines (WCAG) version 2.2 AA standard
- The Co-CEOs will: provide scrutiny, support and challenge to the school's senior leaders on the accessibility plan and its implementation

Each school must prepare an accessibility plan every three years to: -

- a) increase the extent to which disabled pupils can participate in the curriculum
- b) improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school
- c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This delivery must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents

The Headteacher must keep the school's accessibility plan under review during the period to which it relates and, if necessary, revise it.

The accessibility plan must be implemented by the school.

Spring Trust

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