SPARKEN HILL
ACADEMY

Accessibility Plan

Equality Act 2010, Schedule 10

How Sparken Hill Academy will increase disabled pupils' access to the curriculum, the school site and the information we share.

2025-28

Reviewed October 2026

Document control

Document	Accessibility Plan 2025-28
Version	1.1 (annual review)
Author	Mr R.Lilley, Principal
Approved by	Trust Board
Date approved	8 October 2026
Plan period	September 2025 to August 2028
Next annual review	October 2027
New plan due	By September 2028
Monitored by	Trust Board, through the SEND and Inclusion Link Trustees (Mrs S Sparks and Mr G Eden)

Revision record

Rev	Date issued	Prepared by	Approved	Comments
1.0	July 2025	RTL	September 2025	Accessibility Plan 2025-28 adopted.
1.1	Oct 2026	RTL	08 Oct 2026	First annual review. Action plans updated with progress; completed actions recorded; dates, roles and references corrected. See summary of changes.

Summary of changes in version 1.1

Section	Change
Cover and document control	New 2026-27 cover, document control table and revision record added.
1 Purpose and legal duty	New section setting out the Schedule 10 duty, the definition of disability and the three areas the plan must cover.
2 Our commitment	Wording tidied. "Able-bodied" comparison replaced; grammatical errors corrected.
3 Our context	New section: pupil numbers, Sparklers EPU (EPU status October 2026), phase SENCO model and current site features.
4 Related documents	List updated to current policy titles.
5 Monitoring and review	"School Improvement Committee" (no longer exists) replaced by the Trust Board and Link Trustees. Outdated references removed: Governors' Annual Report to Parents and the North Nottinghamshire Accessibility Strategy.
6 Action plans A to C	Heading "Accessibility Plan 2020-2020" corrected. Out-of-date timescales (2020-21) replaced. Staff initials replaced with roles. MRB/MAPA training replaced with Team Teach. "Learning styles" and "multiple intelligences" replaced with adaptive teaching. Progress column added. New actions: Sparklers EPU, statutory test access arrangements, pupil voice, temperature and sensory comfort, future EPU site, emergency evacuation plans and an access audit.
7 Completed actions	New section recording actions finished since 2020.

Section	Change
Former evaluation sections	Sections on evaluation, staff training, consulting parents, specialist services and transition removed. They duplicated the SEND Information Report 2026-27, which is now cross-referenced.

1. Purpose and legal duty

Under Schedule 10 of the Equality Act 2010, every school must have an accessibility plan, show it is being put into practice, publish it, and review it at least every three years. The plan must set out how the school will, over time:

- increase the extent to which disabled pupils can take part in the curriculum;
- improve the physical environment, so disabled pupils can take better advantage of education and the benefits, facilities and services the school provides;
- improve the availability of information to disabled pupils, in formats that take account of their disabilities and views.

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Many pupils with special educational needs are also disabled, and many pupils with long-term medical conditions are covered too.

This plan covers pupils first, as the law requires, but the same commitment extends to staff, parents and carers and visitors to the academy.

2. Our commitment

Sparken Hill Academy is committed to a fully accessible environment that values and includes every pupil, member of staff, parent, carer and visitor, whatever their physical, sensory, learning, social, emotional or cultural needs. We challenge negative attitudes about disability and build a culture of awareness, respect and inclusion, in line with our mission: 'Excellence and Enjoyment in Education for Everyone.'

Our SEND commitment sums up our approach: "If a child doesn't learn the way we teach, we teach the way a child learns." We want disabled pupils to be as well prepared for life as their peers, taking a full part in lessons, clubs, trips and school events.

We recognise the need for ongoing training for staff and Trustees on disability, reasonable adjustments and inclusive practice.

3. Our context

- **Pupils:** 517 on roll from Nursery to Year 6 (September 2026), with 100 pupils (19.3%) on the SEN register.
- **Sparklers:** the academy's Enhanced Provision Unit for Communication and Interaction needs, serving children from Reception to Year 3 across Bassetlaw. EPU status was confirmed in October 2026.
- **SEND leadership:** a SENCO for each phase (Foundation Stage, Key Stage 1, Years 3 and 4, Years 5 and 6), with provision recorded on TES Provision Map.
- **Site:** accessible toilets, including an accessible changing area in Foundation Stage 1; level concrete links between the field and playgrounds; a minibus with wheelchair ramps; air conditioning in the Foundation Stage; and 1:1 iPads in Key Stage 2.
- **Training:** the academy is a Team Teach affiliated school, and staff are trained in areas including autism, dyslexia, dyscalculia, Makaton and emotional literacy (ELSA).

4. Related documents

This plan should be read alongside:

- SEND Policy and SEND Information Report 2026-27
- Equality Policy 2026-27, including equality information and objectives
- Inclusion Strategy 2026-27 (in preparation)
- Medical Needs Policy
- Health and Safety Policy and Fire Safety Policy
- Relationships and Behaviour Regulation Policy
- Asset Management Plan and Estate Strategy
- School Improvement Plan 2026-27
- Complaints Policy 2026
- Educational visits risk assessments

5. Monitoring and review

- The Trust Board approves the plan and monitors progress through the SEND and Inclusion Link Trustees, who report to full Board meetings.
- The Principal and phase SENCOs review progress every year in the autumn term. A summary is published in the academy's annual equality information.
- The plan is reviewed in full every three years. The next plan will be in place by September 2028.
- The plan is published on the academy website. Paper, large-print and translated copies are available from the school office.
- Concerns about accessibility can be raised under the academy's Complaints Policy.
- The academy works with Nottinghamshire County Council's SEND services and Local Offer when developing and carrying out this plan.
- Ofsted may consider the plan as part of inspection.

6. Action plans

Items highlighted in yellow need confirming before the Trust Board approves this review.

Section A: Improving access to the curriculum

Target	Actions	Lead	Timescale	Success criteria	Progress (October 2026)
A1 The curriculum reflects disability and diversity, and links to pupils' everyday lives.	Plan PSHE, RSHE, assemblies and the Inspirational People study to include disabled role models. Invite visitors with curriculum links, for example on guide dogs and Louis Braille.	RSHE Co-ordinator (Miss H Bridges)	Ongoing; reviewed each July	Pupil Voice Survey shows pupils understand and respect difference (questions 15 to 18).	RSHE Policy 2026-27 adopted. Disability themes taught through PSHE and assemblies.
A2 Teaching is adapted so every pupil can access lessons.	Adaptive teaching in every class. Access technology: 1:1 iPads in KS2 and shared devices in KS1 and FS; Clicker; speech and language apps; coloured overlays; concrete resources; visual timetables.	Class teachers; phase SENCOs	Ongoing	Pupils with SEND and disabilities access lesson content and take part in activities; provision recorded on TES Provision Map.	Devices in place. Clicker site licence held for 2025-26 This is a 3 year site licence running until 2028.
A3 Staff have the skills to meet the needs of disabled pupils.	Annual training plan linked to the SIP 2026-27 SEND priority, using SENCOs and external agencies: dyslexia, dyscalculia, autism, Makaton, communication and interaction, ELSA, and the annual Team Teach refresher.	CPD Lead (Mrs H Brentnall); phase SENCOs	Training plan each September; reviewed termly	Staff confidence survey shows improved confidence; training records complete.	Dyslexia training delivered by SENCOs. Dyslexia Portfolio and a dyscalculia assessment tool in use. Team Teach refresher completed.
A4 Sparklers provides specialist Communication and Interaction provision.	Embed EPU arrangements for Reception to Year 3. Recruit a specialist teacher. Plan outreach to mainstream classes and phased reintegration for each child.	Principal; Sparklers team	2026-27	EPU fully staffed; each child has a plan on TES Provision Map; reintegration goals reviewed termly.	EPU status confirmed October 2026. Staffed by three teaching assistants. Specialist teacher recruitment is planned Oct 2026
A5 Disabled pupils take a full part in clubs, trips and residentials.	Check every club and visit for accessibility. Pre-visits and risk assessments include reasonable adjustments and any equipment needed.	Educational Visits Coordinator (Mrs M O'Malley)	Ongoing	Participation of pupils with SEND and disabilities in clubs and trips is tracked on Arbor and in line with their peers.	Minibus fitted with wheelchair ramps. All pupils can take part in school clubs.

Target	Actions	Lead	Timescale	Success criteria	Progress (October 2026)
A6 Disabled pupils can show what they know in statutory assessments.	Identify and apply for access arrangements for the phonics screening check, multiplication tables check and KS2 tests (extra time, readers, scribes, modified papers).	Assessment lead; UKS2 SENCO	Each spring term	All eligible pupils receive the arrangements they need.	RTL act as lead to apply for dispensation.
A7 Disabled pupils' views shape the plan.	Include pupils with SEND and disabilities in the Pupil Voice Survey, using adapted, symbol-supported versions where needed.	Phase SENCOs	Autumn 2026, then each year	Pupils' views recorded and acted on in the annual review.	New action.

Section B: Improving access to the physical environment

Target	Actions	Lead	Timescale	Success criteria	Progress (October 2026)
B1 Accessible toilets are always available.	Weekly check that accessible toilets stay clear and are not used for storage.	Site Manager	Weekly	Accessible toilets meet the needs of all users.	Toilets kept clear.
B2 Wheelchair access over door thresholds.	Raise floor levels between inside and outside where "lipped" thresholds make wheelchair access difficult.	Site Manager; Business Manager	Planned August to October 2025	Level access at all main entrances and classroom exits.	Completed – works well
B3 Accessible play for pupils with physical disabilities.	Provide accessible scooters, aiming games and gross-motor resources. Investigate soft play equipment. Check new play equipment is accessible before purchase.	Principal; phase SENCOs	Planned spring 2026	Pupils with physical disabilities play independently alongside their peers.	Soft play equipment purchased, aiming games purchased. Still looking at accessible scooters.
B4 Classrooms are comfortable for pupils with sensory and medical needs.	Install portable air conditioning in KS1 and KS2 classrooms. Replace hall blinds and consider blackout blinds for sensory regulation.	Business Manager	2026-27	Classroom temperatures stay comfortable during hot weather; quieter, darker spaces available when needed.	Air conditioning installed in the Foundation Stage (September 2026). LED lighting upgrade completed (summer 2026). Portable units for KS1 and KS2 approved.
B5 A future EPU site designed for access from the start.	Convert the outside store into a potential future EPU site using the £147,000 capital grant, with level access, an accessible toilet and a sensory space.	Principal; Business Manager	2026-28	Building meets accessibility standards when it opens.	Capital funding agreed.

Target	Actions	Lead	Timescale	Success criteria	Progress (October 2026)
B6 Everyone can leave the building safely in an emergency.	Write a personal emergency evacuation plan for every pupil, staff member or regular visitor with mobility, sensory or other needs. Practise evacuations each term, including from Sparklers to assembly zone 5.	Principal (Chief Fire Warden); phase SENCOs	Autumn 2026, then termly	Evacuation plans in place and tested at each fire drill.	Fire Safety Policy rewritten September 2026 with a dedicated Sparklers assembly zone.
B7 We understand where the building is not yet accessible.	Carry out a full access audit of buildings and grounds and use it to set priorities for the next plan.	Business Manager	By July 2027	Audit complete and its findings feed into the 2028-31 plan.	Date of last audit Sept 2025

Section C: Improving access to information

Target	Actions	Lead	Timescale	Success criteria	Progress (October 2026)
C1 Parents and carers of disabled pupils help shape the plan.	Share the draft plan with parents and carers of disabled pupils and invite them to discuss it.	Phase SENCOs	Autumn 2026, then each year	Parents' views recorded and reflected in the plan.	Consultation needs to be arranged.
C2 Parents know how the plan is progressing.	Publish a summary of progress each autumn in the annual equality information.	Principal	Each autumn term	Progress summary published on the website.	First summary included in the Equality Policy 2026-27 (Appendix A).
C3 School information is available in accessible formats.	Publish documents as accessible PDFs, not Word files. Offer paper, large-print and translated copies. Use Arbor's translation feature for messages. Use the website's high-visibility mode.	Office Manager (Mrs K Wilson)	Ongoing; website checked termly	All website documents are accessible PDFs by summer 2027; letters translated where needed.	Website compliance audit (October 2026) identified documents to convert.
C4 Classroom information suits every pupil.	Enlarged print, simplified language, visual timetables, symbols, Makaton and Clicker; homework adapted where needed.	Class teachers; phase SENCOs	Ongoing	Pupils and parents can access homework and classroom information.	In place across school.

7. Completed actions

Action	Completed	Notes
Accessible toilet and changing area extended in Foundation Stage 1, with height-adjustable changing tables	2020-21	Approximately £23,000
Wooden bridges between the field and playgrounds replaced with concrete links	September 2021	Easier access to all outdoor areas
Wheelchair ramps fitted to the academy minibus	Existing minibus has ramp. New minibus ordered for Nov delivery – also accessible with ramp.	Pupils with physical disabilities can attend trips
Dyslexia Portfolio and dyscalculia assessment tool purchased	Purchased June 2026	Used by SENCOs for assessment
Air conditioning installed in the Foundation Stage	September 2026	Supports pupils with medical and sensory needs
LED lighting upgrade	Summer 2026	Steadier, flicker-free lighting

8. SEND provision, evaluation and transition

How the academy identifies needs, evaluates provision, consults parents and pupils, works with specialist services and supports transition is set out in the **SEND Information Report 2026-27**, published on the SEND and Inclusion page of the website.

Approval

Signed: ..... Mr R Lilley, Principal Date: 03/10/26

Signed: ..... Mr P Gawthorpe, Chair of Trustees Date: 03/10/26