

Sparken Hill Academy

ACCESSIBILITY PLAN 2025-28

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from Summer 2025-28
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Sparken Hill Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve awareness of Equality and Inclusion.
 - Maintain access to the **physical environment** of the school, adding specialist facilities as necessary.
 - Continue to provide an accessible physical environment and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability areas, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities
 - Health & Safety (including off-site safety)
 - Special Needs
 - Relationships and Behaviour Regulation Policy
 - School Improvement Plan
 - Asset Management Plan
 - School Prospectus and Mission Statement
8. The Action Plan for physical accessibility relates to the Access Audit of the School.

9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The School website will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
13. The Plan will be monitored through the School Improvement Committee of the Governors.
14. The school will work in partnership with the local authority in developing and implementing this plan and will adopt in principle the "North Nottinghamshire Accessibility Strategy".
15. The Plan will be monitored by Ofsted as part of their inspection cycle.

Sparken Hill Academy Accessibility Plan 2020-2020

Accessibility Plan Section A – Improving Access to the Curriculum

Target	Action	Resp	Timescale	Review	Resources	Outcomes	Evaluation
Teaching and learning across the curriculum reflect equal opportunities for all with physical impairment and relates to pupils' everyday experiences.	Planning and teaching includes opportunities to ensure the physical diversity of society is represented.	ALL	Sept 2025	July 2028	Monitoring Teams SLT monitoring	Pupils continue to be respectful and have an developing understanding of physical diversity	PSHE Scheme of Work and assemblies focus on equality. Planned opportunities for visitors in school with curriculum links e.g. speaker on dogs for the blind, Louis Braille, inspirational people
Teaching and learning is differentiated to meet the children's needs including access to ICT 1-1 devices at KS2 and 1-2 devices at KS1 and FS.	A range of teaching and learning styles used. Resources provided e.g. coloured films, concrete resources, use of ICT, laptops.	ALL	Ongoing	December 2028	SEN and school budget to purchase specific resources and provide necessary training.	Pupils will be able to access curriculum and lesson content. They will be able to participate in activities.	



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	Staff training as necessary on Dyslexia, Dyscalculia.						
Train staff on ways to improve pupil access to the curriculum.	Monitor provision for children with SEND and assess if development opportunities would be beneficial. Organise staff training making use of external agencies. Link to 2025-26 SIP prioritise on SEND	JP / JW and RTL to organise training for staff, pupils, parents and governors.	Ongoing as necessary	Ongoing	Staff Meeting Time	SI Committee	Dyslexia training given to staff by SENCOs. School purchased and now using Dyslexic Portfolio for assessment. Purchase of Dyscalculia assessment tool.
Improve children's awareness of disability issues	Significant review into PSHE curriculum to be used to raise awareness of disability issues. □ Disability equality issues	RTL / CJ / KG	Autumn 2020	Half termly – monitoring	PHSE team SLT Staff Meeting Time	Children have a greater understanding of disability issues.	PSHE lessons were used throughout school.



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	are incorporated into the Citizenship curriculum.						
Staff to develop skills to deal with children who have specific disabilities.	Organise specific training for new and existing staff relating to disabilities experienced by specific children.	JP / JW	Ongoing	Ongoing	Handling Training MRB Training Makaton Training Autism training	Staff have greater skills to deal with children who have specific disabilities.	Training given on Autism using the IDP programme on Autism. ELSA training for TAs Annual MRB (old MAPA) training.
Staff develop their knowledge of different teaching and learning styles.	Training on teaching and learning styles linked to the development of a whole school Learning and Teaching Policy	RTL	Ongoing	Ongoing	Staff Meeting Time / INSET	Teachers use multiple intelligence principles to suit a wide range of learning styles. Higher attainment for pupils with SEND / disabilities.	Staff meeting led by Head teacher



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Further develop a range of learning resources that are accessible for children with different disabilities.	Subject Leaders to review resources. Purchase ICT and generic resources to support the learning of all. Include accessibility SALT apps and Clicker Writer (site Licence 2025-26)	ALL *(ICT)	Ongoing	Ongoing	DFC / ICT budget Staff Meeting Time	Children with disabilities have increased access to curriculum materials.	Increased use of iPads –accessible by all pupils in KS2 (1-1 devices) and Chromebooks / laptops a/ iPads in KS1/FS
Plan extracurricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation.	RTL	Autumn Term 2020		Pupil Premium Staff Meeting Times Key Systems Monitoring Team	Activities conducted in an inclusive environment with providers that comply with current and future legislative requirements.	All pupils can participate in school clubs.

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Accessibility Plan Section B – Improving Access to the Environment

Target	Action	Resp	Timescale	Review	Resources	Outcomes	Evaluation
Maintain accessibility to disabled toilets particularly in FS	Ensure Site managers monitor the accessibility of disabled toilets and do not allow them to become utilised for other purposes.	Site Manager	Ongoing (Weekly check)	Ongoing		Accessible toilets meet the needs of all users	Toilets have been kept clear.
Improve provision for accessible toilet / changing area in F1.	Extend existing provision to include changing space in F1. Provide access to appropriate height adjusting changing tables.	RTL	July – Aug 2020	August 2021	Approx £20k for physical works Changing tables purchases (approx. £3k)	Accessible toilets meet the needs of all users in all areas of school	COMPLETE.
Improve the ease of access to all areas of the school playground / field.	Wooden bridges linking the school field to the playgrounds are needing replacement. We are looking to replace with concrete structures	RTL	April 2021	September 2021		Children and adults will have easier access to all areas of the school site	COMPLETE



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	to aid access and provide a longer term solution.						
Improve the play facilities for children with physical disabilities within the school Incl: Accessible scooters, throwing / aim games / Physical gross motor resources.	Liaise with external providers to ensure that any proposed play facilities include accessibility for all Investigate purchase of soft play equipment	RTL, JP, JW, MP	Sept 2025	Spring	DFC / School Budget	Children with physical disabilities will be able to partake in play activities independently	
Improve the ease and access for pupils with physical disabilities on school trips.	Risk assessments and pre-visits made to ensure accessibility. Reasonable adjustments made and equipment/resources taken to ensure accessibility and participation.	ALL	Ongoing	Ongoing		Pupils with physical disabilities will be able to attend school trips via the minibus.	Wheelchair ramps installed on Academy minibus ensure accessibility for pupils.
Improve access for wheelchairs over door thresholds	Quotes to raise floor levels especially between inside to out in order that 'lipped' thresholds	MPI	Aug 2025	Oct 2025	DFC / School Budget	Pupils with physical disabilities will be able to attend school	



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	are minimised, making it easier for entry egress in wheelchairs					trips via the minibus.	
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Accessibility Plan Section C – Improving Access to Communication

Target	Action	Resp	Timescale	Review	Resources	Oucomes	Evaluation
Parents/carers are consulted about the content of the accessibility plan.	Send draft copies of the document to parents/carers of children with disabilities for consultation. □ Invite parents/carers into school for discussion	RTL / JP / JW	September 2020	July 2026		Parents/carers are informed and have an input. School are more aware of issues for improvement	
Parents/carers are informed about the progress of the accessibility plan.	Report on the progress of the plan to be made.	RTL	November 2027	Annually		Parents are kept well informed	Details of plans always available



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Ensure all information is received by parents/carers in an appropriate format.	Audit of parent/carer needs. Use LA advice to develop plans to make information more accessible. Utilise School website to make text more accessible Use of different languages to ensure all nationalities access information	JP / JW	September 2026	September 2027		Parents/carers are well informed and have access to information.	Letters sent in different languages when appropriate.
Ensure all information used in teaching and received by children in an appropriate format	Information available on website. Modify homework and worksheets – printed materials – enlarge print, simplify language, use ICT equipment Use visual timetables and picture/symbol communication systems. Utilise School website to make text accessible Use of different languages to ensure all nationalities access information Children with disabilities	ER / RTL	September 2026	September 2027	Funding from School Budget	Parents/carers and children are well informed and are able to access the curriculum/homework.	



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	have greater access to information.						
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Evaluation

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

The SENCOs in collaboration with the class teacher will decide the action required to help the pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Suggestions for work for teacher/TA to use with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support, including using Wave 2 interventions.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment or staff training.

These interventions will be recorded and monitored through the use of EAZMAG and provision maps. It is important to see the impact of the intervention, to evaluate its effectiveness and to question why if it does not move the pupils forward.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Each term the schools data for vulnerable children is monitored by the SENCOs. Strategic meetings with class teachers take place to discuss and implement relevant intervention/support for those individuals or groups of children who are not meeting expectations.

Provision mapping is updated termly to reflect the above so that all staff are aware of the priorities for these children. These are discussed with parents termly to identify their priorities for their children.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCOs and Principal/SEND governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

Assessing and Reviewing

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCOs will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in

consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Advice on how parents can help children at home is available at any time via class teachers or the SENCOs.

Whole School Activities

Sparken Hill Academy is an inclusive school, no child is excluded from any part of school life. Where necessary, for example, on a school trip, parents may be invited to support their child if necessary.

Child specific risk assessments are included, where appropriate, within a school visit risk assessment and personnel at the visit site are made aware of any children with additional needs.

Wellbeing

Every child's well-being is our priority. For children with additional needs, parents and the child (if appropriate) are involved in the discussion to ensure that any service that is involved in supporting a child, for example Think Children, Bright Start Play Therapy is absolutely right for the child.

Training of Staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCOs attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. She is currently undertaking the National Award in SEND Coordination.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCOs, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Staff have had training on the following:

- Dyslexia
- Dyscalculia
- Precision Teaching
- Administering epipen training
- Managing Risky Behaviours (old MAPA)
- ADHD Friendly School Accreditation.
- Emotions Coaching
- Autism
- Clicker

Consulting Parents

Sparken Hill Academy believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCOs may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Consulting Young People

Prior to the meeting, the child is involved in a data gathering activity (filling in a pupil questionnaire) in order that they can have a full and meaningful part in the actual review meeting. The targets are explained to the child/ young person.

Complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCOs, who will be able to advise on formal procedures for complaint.

Specialist Services and Expertise

Specialist services and expertise accessed by the school includes:

1. Bassetlaw Primary Behaviour Partnership
2. Educational Psychologists
3. School and Family Support Service
4. Medical Officers
5. Speech Therapists
6. Physiotherapists
7. Hearing Impairment Services
8. Visual Impairment services
9. Social services
10. School nursing
11. Children's Centres

Contact details of specific services and lead professionals will be shared with parents upon their involvement.

Transition

Joining the school/setting

Extra visits to familiarise with the setting and staff can be arranged. Discussions with previous settings and parents to collect a clear picture of the children's needs. Transition books/pictures/videos can be arranged so that the children can continue to familiarise themselves at home and share with key family members.

Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)

Transitions visits to new classroom, meetings with new class teacher. Meetings between key staff, parents and the SENCOs to discuss needs and provision that needs to be made.

Secondary school transition comprises of an extended for the child which can take place over a number of months depending on how complex the child's needs are. Staff at the chosen Secondary school may visit the child at school and will attend all review meetings leading up to transition.

Preparation for adulthood and independent living

At Sparken Hill we ensure activities that promote independence are planned in alongside academic tasks. Activities such as baking, shopping and cooking include learning valuable life skills such as using money, budgeting and weighing and measuring, and help to begin to prepare children for adult life.

Signed by Principal R Lilley.....

Signed by Chair of Governors P Gawthorpe