

# GEORGE SPICER – Accessibility Plan



**Inspire, Empower, Improve**

‘Learning well today to live a better tomorrow’

Date of Policy	July 2025
Headteacher	Dominic Spong
Chair of Governors	Anne Del Greco & Deborah Dykins
Review date	July 2028
Agreed by	Full Governing Body

## **GEORGE SPICER ACCESSIBILITY PLAN 2025**

**3-year period covered by the plan:** 2025-2028

Plan agreed: **2025**

Plan Review: **2028**

Lead members of staff: Headteacher, Inclusion Lead, SBM (Health and Safety responsibility)

### **Vision Statement**

Schools are required under the Equality Act 2010 to have an accessibility plan, this act replaced all previous equality legislation however the effect of the law remains the same:

*'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.'*

The Equality Act (2010) states that a person has a disability if they have a:

*'physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.'*

George Spicer Primary school is an inclusive school where staff recognise that each child is a unique individual. We are committed to working collaboratively with our families and children, using Person Centred Approaches, to keep the child at the heart of everything we do. This holistic approach enables our children to achieve their full potential, feel safe and valued. Our rights respecting school status also enables our children to become rights respecting global citizens.

### **1. Aims**

The purpose of the plan is to:

- Increase the extent to which pupils with a disability or medical need are able to participate in and access the curriculum;
- Improve the physical environment of the school to enable pupils, staff and members of the school community with a disability or medical condition to access education, benefits, facilities and services provided by our school;

- Improve the availability of accessible information to disabled pupils

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. All intentions included within the plan include a given timeframe and considers any reasonable adjustments that may need to be made.

Through the implementation of The George Spicer Accessibility Plan we will:

- **Improve access** through adapting the curriculum, including aspects of teaching and learning and access to the wider curriculum such as participation in after school clubs, educational visits and leisure or cultural activities. This includes making provision of specialist aids and equipment that may support access, within a reasonable timeframe.
- **Maintain the physical environment** through adding or maintaining specialist facilities as appropriate to current needs of our staff, pupils and school community, within a reasonable timeframe.
- **Improve communication** through adapting and delivering information in different formats (e.g. paper or electronic) to pupils, parents, staff and members of our wider school community. For example, adaptations can be made to letters, hand-outs, timetables, information about the school etc... These can be made available in a preferred format within a reasonable timeframe.

## Current Practice

### How is information collected?

Information regarding disability, medical or access needs are collected early through communication with parents and carers of children who are new to the school. This may occur as part of Nursery to Reception transition planning or during an in-year transition in another year group. Where appropriate, school liaises with other professionals to ensure appropriate auxiliary aids, reasonable adjustments and adaptations to the environment are made within a reasonable timeframe to improve access. We ask our parents to keep the school updated regarding any changes to this information as their child continues moving through the school. For example, annually reviewing health care plans for children with medical needs, and parents informing school when medications are changed.

### How accessible are our school buildings, curriculum and resources?

There are some areas of our school environment that are not fully accessible. Our Sketty Road site is on 3 floors with no lift to accommodate wheelchair access to our first or second floor, which makes our ICT suite and upstairs halls inaccessible to wheelchair users or people with mobility difficulties. Adaptations regarding these resources would need to be made if we were to have a pupil with mobility

difficulties, such as using mobile laptops for ICT and ensuring the downstairs hall is available. The ground floor is fully accessible and includes provision of an accessible toilet and sensory room.

Our Kimberley Garden site is a modern building on one floor and is fully accessible and includes the provision of an accessible toilet and sensory room. However, due to the increasing need to support intimate care needs within our reception cohort, our accessible toilet is currently being used as a changing facility.

Our carpark located close to our Kimberley Garden site has provision of two disabled parking spaces to support staff and visitors to our school visiting either site.

We currently have a small number of children with hearing impairments, for these children Radio Aids are used to support improved hearing. Our classrooms are on a rolling program of redecoration and during this process steps are being made to reduce the impact of sound reverberation, such as changing display boards to softer material which is more sound absorbent.

We do not currently have pupils with a visual impairment requiring adaptations to be made to our school environment, if we were to receive a pupil with a visual impairment we would liaise with the child's family and professionals supporting the child to ensure that our learning environment is appropriate to meet their needs.

Through adopting person centred approaches and planning for individual needs, we aim to be as inclusive as practically possible. We take guidance from our local authority regarding ordinarily available provision and the need to make reasonable adjustments to support our pupils in taking an active part in their learning as much as possible. We also seek advice from external professions, such as occupational or physical therapists and advisory teachers to ensure appropriate reasonable adjustments are made.

### **How is Information Shared?**

The school is able to adopt different forms of communication to support children, parents with additional needs to express their views as well as to hear the views of others. Access to this would be available upon request for pupils, parents and staff, as needed and within a reasonable timeframe.

### **Complaints**

Our school's complaints procedure would also include complaints regarding the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising a concern. The school aims to work in partnership with parents and families to ensure a collaborative approach in making resolutions. Complaints relating to provision made for pupils with access needs will be addressed by the Headteacher in the first instance. If the complaint is not resolved in a satisfactory manner, the SEND Governor or Chair of Governors will become involved.

## 2. 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](#).

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

### Links to other school policy documents:

This accessibility plan is linked to the following policies and documents:

- Special educational needs (SEN) Policy
- Supporting pupils with medical conditions policy
- Health and Safety Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Educational Visits Policy.

## 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<i>Include established practice and practice under development</i>	<i>State short, medium and</i>				

*long-term objectives*

<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p>	<p>Short</p>	<p>Embed Ordinarily Available provision (OAP) guidance from Enfield - to be used as a planning tool to support meeting range of needs within Quality First Teaching.</p>	<p>Inclusion to disseminate information  All Staff to implement</p>	<p>Ongoing – focus is on Communication and interaction strand (SLCN highest incident SEN)  OAP principles applied accordingly.</p>	<p>All staff will use the OAP document with confidence to make reasonable adjustments – this will impact on improved outcomes for our children  The use of VERBO to support access to speech and language for all pupils</p>
	<p><i>We support Key transitions between educational phases to ensure the sharing and collection of information to enable adaptations and reasonable adjustments are made in good time. Key transitions include:</i>  <i>Nursery – Reception</i>  <i>Yr. 2 – Yr. 3 (moving sites)</i>  <i>Yr. 6 – Yr. 7</i>  <i>The inclusion team support with home visits for new starters where there are additional needs to support smooth in-year transitions for new pupil.</i></p>	<p>Short, Medium and Long</p>	<p>Restructure of the Inclusion Team to include site lead SENCOs each responsible for leading on a key transition – Pre-school to EYFS and KS 2 to KS 3  Embed transition stories at the end of each academic year to support in school transitions.</p>	<p>Inclusion Team</p>	<p>Ongoing  Transition meetings for new Nursery and Yr. 6 happen from school allocation notification until Summer term.  In year transition plans happen as soon as a new child is offered a place at GSPS  Ongoing</p>	<p>Appropriate provision is in place for children ahead of key transitions, as well as new children joining our school mid-year.</p>

			Maintain and improve systems in place to support transitions		Practice to be reviewed annually at the end of each academic year to ensure good practice evolves and is maintained.	
	<p><i>We use resources tailored to the needs of pupils who require support to access the curriculum, including the use of ICT and hi / low technology devices.</i></p>	Short, medium and long	<p>MAPs to include provision of specialist resources – which will transition classes with the child at the end of the year.</p> <p>Utilise good relationships with external professionals to support and improve access for all pupils.</p>	<p>Inclusion to gradually build our bank of resources – catalogued to monitor availability.</p>	<p>On going Good practice – making adjustments to resources, equipment following specialist visits / repair to equipment.</p>	<p>All children have access to a range of adaptable resources to enable access to the curriculum.</p>
	<p><i>Maintain relationships with other professionals working outside of our school. E.g. Speech and Language Therapists, EP, advisory teachers, local SENCOs, SEN advisors etc...</i></p>	Long term		<p>Ensure regular visits with specialist advisory teachers are regular to support maintenance of specialist equipment such as radio aids.</p>		<p>Expert external advice is shared – this will improve the quality of teaching and ultimately improve outcomes for our children.</p>
	<p><i>Rolling program of redecoration of Sketty Road, this includes supporting visual and auditory</i></p>	Long term			<p>Site Team responsibility to timetable redecoration</p>	<p>Classrooms support children with visual or auditory difficulties.</p>

	<p><i>needs as well as consideration of space.</i></p>				<p>works – typically during longer school holidays e.g. Summer</p>	
	<p><i>Curriculum resources include examples of people with disabilities.</i></p>	<p>Medium</p>	<p>All staff to consider when purchasing new resources for the school. Inclusion to recommend as appropriate</p>	<p>All staff</p>	<p>On going</p>	<p>Children will see good examples of people with disabilities in the everyday – this will enable children to develop positive outlooks build on understanding and compassion.</p>
	<p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>	<p>Short, medium and long</p>	<p>Class teachers to set smart targets to enable measurable progress in relation to starting points.</p> <p>Introduce Learning Ladder approach from Oak Tree Outreach service to support monitoring progress of children working pre key stage.</p>	<p>Class teachers to set and evaluate and reset new targets.</p> <p>Inclusion to monitor and report to governors</p> <p>Inclusion to introduce –</p>	<p>Termly review of LP (Learning Plans) personalized smart targets – part of termly SEN Meetings with class teachers.</p> <p>Attainment and Progress data is shared twice annually</p> <p>Termly</p>	<p>Progress of pupils with SEN can be tracked in smaller steps.</p> <p>Progress is monitored at least termly.</p> <p>Provision is amended as appropriate to enable continued progress and improved outcomes for our children.</p>

			Hold Termly pupil progress meetings with SLT to monitor and track and amend provision accordingly	class teachers and support staff to implement.  SLT		
	<i>Targets are set effectively and are appropriate for pupils with additional needs.</i>	Short, medium and long	Learning Plans (LPs) include key strengths and difficulties	Class teachers to implement guided by SEN team.	Ongoing – updated termly. Data on number of outcomes met in relation to the child’s EHCP is also collected.	Pupils make measurable progress in relation to their starting point building confidence and resilience in themselves as learners.
	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	Long	Curriculum review to include ‘Preparedness for Adulthood’ PFA and awareness of equality and access.  Year teams consider the needs of the children within their cohort during PPA – making appropriate adaptations and reasonable adjustments to be fully inclusive	Whole school	On going through Curriculum meetings, lead by AHTs with curriculum responsibility.  During weekly PPA sessions	Our curriculum will meet the needs of all children – all children will have the opportunity to achieve their full potential.
	<i>Staff can attend monthly SEN Surgeries to expand their knowledge on supporting children with SEN</i>	Long	Invest in training from AET, Speech and Language Therapy Services and the EP service. Using this training to lead quality inset to support staff confidence and subject knowledge on SEND. This will build on previous	SEN team  Whole school implementation	Ongoing  Inclusion Team led staff meetings at least termly	Teachers will be confident in a range of strategies to support children with ASD – remembering every child is different.

			<p>training including Making Sense of Autism (Spring 2020)</p> <p>Inclusion team to arrange training across the academic year, beginning with SLCN as our highest incident SEN.</p>		<p>SEN Surgeries 1<sup>st</sup> Week of each month</p>	
	<p><i>Awareness of staff, governors' and parents' access needs.</i></p>	<p>Short</p>	<p>Ensure staff information is updates at least once annually to highlight any access needs and or adjustments that need to be made.</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>Our school is accessible to the whole school community.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Disabled parking bays</i></li> <li>• <i>Accessible toilet and changing facilities</i></li> <li>• <i>Access to the school for those parents in wheel chairs/mobility scooter</i></li> <li>• <i>Available flat route into school is possible at both sites, although access to first and second floors at Sketty Road site is limited due to no lift or space to install one.</i></li> </ul>	<p>Long</p>				<p>Pupils with disability are able to use an accessible toilet at Sketty road.</p>
		<p>Short</p>	<p>Ensure assemblies are downstairs where possible at Sketty Road</p>	<p>Any staff leading a physical assembly</p>	<p>Ongoing – reviewed and adapted as and when necessary</p>	<p>All pupils are able to attend assemblies.</p>
		<p>Short</p>				<p>All of the ground floor is accessible to all pupils.</p>

	<i>Pupil specific risk assessments are in place to support inclusion and access to learning as well as supporting medical needs and safeguarding measures</i>	Long	Ensure pupil specific risk assessments are updated, involving all members of staff supporting the child, the child (where appropriate) and the family	The SEN team alongside SLT will remain oversight	Ongoing	Medical needs, SEND and safeguarding are considered on an individual basis to enable pupils to be included, be safe and healthy.
	<i>Our school currently has a sensory room at both sites and sensory gardens on both sites.</i>	Medium	<p>Improve the sensory gardens on both sites – maintaining and adding to planting (flowers and herbs, sensory resources such as wind chimes and windmills and add items to make the area more inviting such as beanbags to sit on etc...</p> <p>Fix the decking in the quiet area so it is accessible again at Sketty Road</p>			<p>All pupils have access to a sensory area at Sketty Road – to support sensory needs and emotional regulation</p> <p>All pupils have access to a sensory area at Kimberley Gardens– to support sensory needs and emotional regulation.</p>
Improve the delivery of information to pupils/staff with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	Medium	<p>Resources to be maintained by the SEN team on a needs basis.</p> <p><i>School office to work with the medical team and H&amp;S officer to keep staff records up to date</i></p>	<p>Inclusion team</p> <p>Office – Welfare staff. Information to be updated and uploaded to Arbor and accessible to all staff.</p>	Ongoing - Reviewed and maintained annually.	<p>Learning is accessible to all pupils with hearing or visual impairments</p> <p>All staff are updated of current medical</p>

	<ul style="list-style-type: none"> <li>• <i>Ensure care plans are in place for all staff with disabilities</i></li> </ul>				<p>Reviewed annually by Welfare Team</p>	<p>needs of the children and aware of any impact this may have on learning.</p>
	<p><i>Information is communicated with parents in different ways</i></p>	<p>long</p>	<p>School to ensure that channels of communication are clear so parents are aware of how information will be communicated and that they can request information to be presented in a different format to support access - provided this request is made within a reasonable timescale. This may include sharing paper or electronic methods, enlarged print, translation etc...</p>	<p>Any member of school staff sharing information with our school community</p>	<p>Ongoing</p>	<p>All members of the school community are able to access information as well as share their own views.</p>
	<p><i>Person centred approaches are adopted during meetings which discuss the needs of our children, including during key meetings such as annual reviews. Parents' needs are also considered ahead of these meetings – through asking questions about access needs and languages.</i></p>	<p>Medium</p>	<p>Embed this practice to ensure we are proactive in identifying needs and access requirements in good time so that parents are supported and enabled to share their views.</p>	<p>All school staff</p>	<p>Ongoing</p>	<p>Parents' needs and access requirements are met, parents feel actively involved and engage. This in turn will support improved outcomes for our children.</p>

## **4. Monitoring arrangements**

Although the George Spicer Primary School Accessibility Plan is a long term plan covering three years, the plan will be reviewed every three years or sooner where operational needs indicate an earlier review is necessary. This plan will be monitored by members of the leadership team and governors through our Health and Safety Committee and any amendments to the plan will be shared with the school governing body for approval.

A range of stakeholders have been involved in the development of this accessibility plan.