

George Spencer Academy Accessibility Plan 2023-2026



George Spencer Academy has adopted this accessibility plan in line with the school’s **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged and/or supported. This plan is created in response to the review from our previous accessibility plan which ran from September 2020- 2023. This plan will run from September 2023 to September 2026.

This accessibility plan forms part of the school’s SEN Information Report and shall be published on the school’s website. The plan should be read in conjunction with the schools Health and Safety and SEND policy.

Our **special educational needs policy** outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the school’s **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND. This can be found on the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Responsible staff member: Jules Gordon

Date Approved:

Review date: every 12 months until September 2026

ACTIONS	STAFF RESPONSIBLE	LEADERSHIP OVERVIEW	START/FINISH DATE	EVIDENCE
Increasing the extent to which pupils with disabilities can participate in the curriculum				
Provide training for skills and knowledge for all staff including new staff and ECTs in supporting students with SEND and their welfare within the classroom	JDS/SCK	JGN	All new staff and ECTs to have received training in the Summer or Autumn Term on an annual basis.	New starters received Induction as part of New Staff Induction day annually (July) Induction programme in place for the Inclusion Team staff (Weds CPD) September inset for all staff on SEND updates
All Students on the SEND register achieve their academic outcomes	All Teaching staff/CLs	HCT/LJN/SCK	Ongoing focus through CPD, quality assurance frameworks and Curriculum Reviews 2023 -2026.	Students have profiles accessible to all staff CPD on the use of profiles annually SEND masterclasses termly Calendared RAG meetings and Faculty accountability Faculty Quality Assurance Frameworks

George Spencer Academy Accessibility Plan 2023-2026



Develop skills and knowledge for Inclusion team staff on safe handling of special needs.	RBN	SCK/JGN	RBN complete Trainer Training every 3 years Training cascaded to Inclusion Team annually Update/refresher training for new staff on an annual basis	RBN completed Training in November 2021 Safer handling training completed for all LINC staff annually Regular staff bulletin updates
Develop skills and expertise within the inclusion team to oversee a “specialist area” and cascade this expertise to the rest of the team to ensure sustainability.	LWN /SCK	HCT	Rolling programme of CPD provided within the team and continuing as the team evolves.	Inclusion team work in pods and offer bespoke intervention within their team
All students with a physical disability on entering the school to have a full site access visit and where appropriate risk assessment and PEEP put in place.	KMY/LWN/RBN	SCK	All site access visits and risk assessment/PEEP to be in place before students join the Academy/within 2 weeks for mid-year. Training on completion of PEEPs and Risk Assessment by RBN	All in Place and saved for staff accessibility Staff emailed PEEP information PEEPs reviewed annually
Appropriate use technology/new technology Improvement of Linc WiFi/access to devices to cope with the move towards greater online recording and monitoring systems.	LWN / SCK SCK / IRE	HCT JGN	Use of Chromebooks by some pupils as a regular way of working in lessons. Use of technology for exam access, e.g. reading pens Sourcing additional devices/ access.	Chromebooks issued to students and available on loan Chromebook policy in place Reading pens used in formal exams/PPEs and being used within faculties (signed out) - (2019 onwards)
Continue to develop and promote a wide range of extra-curricular activities for students with additional needs across the Academy. Including the development of wheelchair sports.	KMY	SCK/JDS	Inclusive sports to take place on a weekly basis. Participation in Inclusive Sports Festival and other Local events. ALL students encouraged to participate in ALL activities	Visit attendance figures available on request and reviewed every half term in line with extracurricular involvement
Timetable rooming to consider students individual needs and ability to access classrooms/safely.	KMY in liaison with HDO and PAN	SCK /PAN	Completed each year in June prior to the new timetable issued. Key student sheet to be circulated to all staff.	Timetable in place and do not room upstairs, strategic email created and reissued each term Relevant equipment in rooms

George Spencer Academy Accessibility Plan 2023-2026



Creation of best practice for how to create an accessible classroom including tips for HI/VI and students with physical disabilities identified.	KMY	SCK	Staff training on best practice. Strategies in G Drive – Inclusion – Strategy Bank	Training from external agencies given to staff Hearing Impairment training revisited annually.
Improving the physical environment of school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided				
Access improved for visitors including parents to drop off students close to the site on both sides of the bridge	RBN	JGN	Reviewed annually depending on the number of students / staff / parents requiring spaces	Additional disabled car parking spaces on both sides of the bridge. Stapleford side from 2 currently to 4. Toton side from 2 currently to 3.
Accessible toilet in science, 2 sixth form areas, LINC and PE for all students	SCK / KMY	JGN	All students with access needs to be able to use the accessible toilets if required and keys issued	Still use of current WC, this was agreed by users. Accessible toilets available in 2 sixth form buildings. Science, PE and LINC have toilet cubicles that perform as accessible and staff toilets.
Outside picnic benches to be on each side of the bridge which have space for wheelchair access	RBN	JGN	Reviewed annually depending on the number of students / staff with mobility issues	One picnic table per area for 2023-24 which is reviewed annually.
Maintenance of the site for areas which require attention	RBN / HDO	JGN	Walks completed every 2 weeks during term time	Paving around the site checked for unevenness. greenery checked so it does not impede paths. Lift in maths undergoes regular testing.
Improving the availability of accessible information to pupils with disabilities.				
Medical sheet with relevant information to be publicised for all first aiders and medi tracker used to log issues.	IAN / SCK	JGN	On – going. Updated on a termly basis.	Staff have awareness around medical needs and all first aiders on site aware. First on the scene training delivered annually First aid register kept up to date use of medi tracker to log and analyse needs and injuries.
Staff Info on best practice publicised in the staff bulletin.	LWN / SCK	HCT	On going	Staff feel informed and have updated knowledge on good practice in relation to SEND weekly
Parents/ carers informed of areas which are accessible for drop off and pick up (for pupils and / or themselves)	SCK / KMY	JGN	Completed annually and reviewed in line with PEEP and other risk assessments	Risk assessments completed on an individual basis. Risk assessments and PEEPs shared with parents. Parents asked about accessibility issues annually.