



SPELLBROOK C of E PRIMARY SCHOOL (VC)

Flourishing in Love and Learning

"In everything - in every circumstance - do to others as you would have them do to you."

Matthew 7:12

Accessibility Policy and Plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

Our school's principles and values which relate to equality and inclusion are:

Vision

Our vision is for Spellbrook Primary School to be an inclusive learning community, where everyone strives for excellence within a Christian environment.

Values

We want our children to:

Be Ready	Be Respectful	Be Safe
To engage with their learning and to strive to achieve. To be empowered and to have a voice. To develop strength and self-belief.	To be empathetic and considerate to all. To treat the world around them with kindness.	To understand the wider world and how they can make choices to keep themselves safe To understand risk and how to manage it to keep themselves safe

		To take responsibility for making choices that benefit themselves and others
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Ethos
 We work together to develop a school ethos that:

- aims for the highest quality in all we do
- is committed to Christian values and making choices that reflect those values including promoting equality and embracing diversity
- recognises the value of effort, hard work and resilience
- inspires all to love learning, rise to a challenge and be determined to do or best.

Spellbrook 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.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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.

3. School Context

Spellbrook C of E Primary School is a Church of England Voluntary Aided Community school with 4 classes from Nursery to year 6. It is a half form entry school. It can accommodate 120 pupils. All classrooms are at ground level. There is a ramp at the entrance of the school and push door release for easy access. The school also has an adult disabled toilet within the school.

4. Increasing access for disabled pupils to the school curriculum.

Contextual Information

The number of pupils who have special educational needs and/or disabilities is above the national average. Needs vary and can include language difficulties such as communication (speech and language), dyslexia, autism, hearing impairment, visual impairment.

Spellbrook has effective partnerships with a wide range of agencies, providing additional specialist support for individual pupils and their families. These partnerships have a significant impact on the well-being and progress of pupils. Spellbrook is effective in promoting and achieving equality, tolerance and harmony. This is due to an inclusive policy which is integral to the ethos of the school. The contribution to community cohesion is good.

Staff are trained as appropriate to support pupils in meeting their needs where necessary. Most support staff members hold current first aid qualifications. All class-based staff are trained in the use of EpiPens/Jext pens. Where children have significant health problems (including food allergies) all appropriate adults are informed and photos of these children are displayed in the kitchen and classrooms.

Transition meetings are held between class teachers each year and between feeder schools/nurseries in the case of age-related transfers. A thorough system of reviews takes place for pupils on the SEN register. Pupils have care plans in place where appropriate and where medication is required.

Through effective communication staff are aware of the issues faced by our pupils and act to resolve them.

Curriculum

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

The following good practice is in place at Spellbrook

- ✓ Effective procedures for the identification and support of pupils with Special Educational Needs ✓
- Comprehensive tracking systems and data analysis
- ✓ Appropriate information given to all relevant staff in order to support pupils
- ✓ Regular home school liaison
- ✓ Scaffolding and support to enable pupils to feel secure and make good progress
- ✓ Effective deployment of Teaching Assistants to support a range of needs
- ✓ Effective links with outside agencies
- ✓ Teaching which includes a range of strategies to support different learning styles
- ✓ Consideration of accessibility when planning educational visits

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had seriously breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to

ensure the safety of others. The decision to do so will be made by the Headteacher in the case of a school led club or the club provider in the case of an externally provided club.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum and delivery	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, autism, differentiation and recording methods.	On-going and as required	Headteacher SENCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure all staff are aware of disabled children's curriculum access	Individual access plans for disabled pupils when joining the school including information sharing with all agencies involved with child.	On-going and as required	Headteacher SENCo	All staff aware of individuals needs
Use IT software to support learning	Audit need and resources.	Termly	Headteacher SENCo	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips. Ensure each new venue is suitable. Seek parental guidance on individual child. Ensure availability of parent accompanying child on visit if required	On-going	HT Teaching staff	All pupils in school able to access all educational visits and take part in a range of activities

Target	Strategies	Timescale	Responsibility	Success Criteria
Review curriculum such as PE and creative subjects to ensure full inclusion	Gather information on accessible PE and disability. Introduce accessible games	Ongoing	PE lead	All to have access to PE and be able to excel
Support the needs of pupils and parents with Special Educational Needs/ disabilities and promote positive attitudes to disability	SENCo to maintain training programme for staff to support pupils with SEN SENCo to ensure that records and information are kept up to date and relevant information is passed to next teacher each year Medical plans updated Opportunities for visitors to school and classes to discuss attitudes to disabilities All information regarding pupils kept centrally. Medical information updated annually or when changes are required	Ongoing	HT SENCo All class teachers SENCO All class teachers SENCo All class teachers SLT/PSHE lead Office	GDPR compliant information stored Training up to date and relevant Records up to date and relevant Children have positive attitudes to SEN and disabilities
Equality of provision throughout the school	Consistency of approach through joint planning and sharing of expertise	Ongoing-termly overview	Monitored by SLT to ensure consistency	Teaching and learning policy

Target	Strategies	Timescale	Responsibility	Success Criteria
Promote equality of opportunity and diversity, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour	Record any discriminatory incident on CPOMs and develop consistency with understanding and application of behaviour policy. Diversity and inclusion considered throughout curriculum.	Annual and ongoing	Everyone	Behaviour continues to be exemplary. The curriculum celebrates diversity and inclusion. Role models represent all groups in society All literature studied represents children in school and in world beyond the school.

5. Improving access to the physical environment of the school

Physical Environment

The school was built in 1891. Significant refurbishment of the school building and grounds has taken place over recent years.

All of the teaching areas are on the ground floor and all of them are accessible for the disabled. Each of the classrooms has its own fire exit. Each classroom has its own toilet and washing facilities and there is an Accessible Toilet with alarm cord.

The following good practice is in place at Spellbrook:

- ✓ Emergency and evacuation procedures are accessible to all at the present time. Alarms are auditory and assembly point is on the playground. We have regular evacuation practices for all pupils.
- ✓ Personal Evacuation Plans - no pupils identified in need of PEP at the present time.
- ✓ Furniture and equipment are selected appropriate to age/size of pupils. Consideration is given to classroom layout to facilitate ease of movement around the room / access to equipment and resources.
- ✓ Installation of window blinds/shutters in all rooms.

Spellbrook C of E Primary School is continuing to develop – with facilities being continually improved and upgraded. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the assess, plan, do, review cycle of paperwork when required.</p> <p>Be aware of staff, governors and parents' access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>	<p>As required</p> <p>Annual reassessment</p> <p>Recruitment process</p>	SENCo HT	<p>Assess, plan, do, review cycle in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Improve signage and external access for visually impaired people	<p>Yellow strip mark step edges</p> <p>Sign areas to hall, toilets, classrooms.</p>	As required	Premises manager	Site accessible for visually impaired people
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. ensure all staff are aware of their responsibilities.	As required	Class teachers SENCo	All disabled pupils and staff working alongside are safe in the event of a fire
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access.	<p>Ongoing</p> <p>Checked termly</p>	H&S Governor Site manager HT	All disabled staff, pupils and visitors able to have safe independent exit

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure accessibility of access to IT equipment	Consider access needs of all pupils	As required	SENCo	All pupils able to access IT equipment appropriately
Support the needs of pupils and parents with Special Educational Needs/ disabilities	Site manager to ensure compliance with access to school for parents with disabilities	Ongoing Checked termly	H&S Governor Site manager HT	All disabled staff, pupils and visitors able to have safe access to school and resources

6. Improving the delivery of written information to disabled pupils

Information

The school makes good use of skills and expertise of external agencies to support pupils with special needs and their families. Where necessary, meetings are arranged to ensure families have access to information to enable the pupil to participate fully in the life of the school.

The following good practice is in place at Spellbrook

- A texting service is provided to support communication between school and home.
- The School operates an 'Open Door' policy with staff available at the beginning/end of the day to talk to families and by appointment when needed.
- Where children have SEND, parents are invited to termly meetings to discuss the provision with the class teacher and if required the SENCO

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Ongoing Ongoing	School Business Manager	All parents receive information in a form that they can access.
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Ongoing	Office staff	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible. Consider use of technology	As required	Office	Pupils and/or parents feel supported and included

Target	Strategies	Timescale	Responsibility	Success Criteria
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Ongoing	School business Manager	All can access information about the school

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually

7. Monitoring arrangements

This document will be reviewed annually.

It will be approved by the Resources Committee and Head Teacher.

8. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy