



Accessibility Plan (for anticipatory reasonable adjustments) Sept 2025 - Sept 2028:



Inkersall Spencer Academy

ACCESSIBILITY PLAN 2025-2028

EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.
- Meet requirements under the Equality Duty.
- Set Equality objectives which are specific and measurable.





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Aims

At Inkersall Spencer Academy we are committed to providing a high-quality learning environment combined with a caring ethos in which **all** children achieve their full potential. We place great emphasis upon the development of a broad range of learning skills so that during their time with us **all** of our children are able to acquire a love of learning that will last them for a lifetime.

The school SEND offer is the inclusive, accessible provision which supports children with special educational needs and disability to thrive. As a fully inclusive school, Inkersall Spencer Academy is committed to identifying and providing for the needs of all children. Every teacher is a teacher of every child or young person including those with SEND; and all staff are trained in and adhere to our model of good practice.

The purpose of our Accessibility Plan is to outline how we comply with the Equality Act (2010) and the SEND Codes of Practice, as well as detailing how we will:

- ✓ Continually improve the physical environment of our school so that all areas are fully accessible to our children with special educational needs and disabilities
- ✓ Review and increase the access to all areas of our curriculum for our children with special educational needs and disabilities, so that they can make at least good progress
- ✓ Review and make improvements in the provision of information in all areas regarding SEND processes and provision

The Accessibility Plan will be available on our school website and paper copies will be made available upon request. The plan will be reviewed annually by the SENDCo and the leadership team to ensure that it is effective.



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Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Area	Actions			Evidence to be collected to measure progress	Dates
		How	Who	Resources		
To improve the outcomes of students with identified cognition and learning needs	Curriculum Information Environment	Continue to develop appropriate and adapted resources and support for children with identified cognition and learning needs in order for them to successfully access the curriculum.	• SENDCo • SEND team • Subject Leaders • Teachers • Teaching Assistants • EP and BSS • Curriculum leader	Staff CPD – staff meetings and training based on identified learning needs. Appropriate and well-planned lessons and schemes of work. Staff timetabling and consistent delivery of appropriate, targeted interventions Consultation and guidance from external agencies – EP and BSS	Book scrutiny of children on our SEND register Scrutiny of medium and long-term planning LEADERSHIP TEAM, SEND team and Subject Leader learning walks Observations of lessons and interventions Student voice Parent consultation Data Adaptations are clearly visible in classes	Evidence collected over Autumn term 2025 to be embedded by January 2026
	Curriculum Information Environment	Continue to develop the ways that information and instructions are delivered to children in lessons.	• SENDCo • SEND team • Subject Leaders • Teachers • Teaching Assistants	Research and consider which appropriate resources would be appropriate for individual children's needs: -Dual coding -Large print -Audio	Book scrutiny of children on our SEND register Scrutiny of medium and long-term planning LEADERSHIP TEAM, SEND team and Subject Leader learning walks and environment checks	Evidence collected over Autumn term 2025 to be embedded by January 2026



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			Curriculum leader	-Symbols -Alternative languages	Observations of lessons and interventions	
	Curriculum Information Environment	Continue to develop how technology can assist access to all areas of the curriculum.	- SENDCo - SEND team - IT Lead	Use of Ipads and notebooks and headphones as well as exploration of apps and IT programmes	Consultation with IT lead Feedback from staff and students LEADERSHIP TEAM, SEND team and Subject Leader learning walks Observations of lessons and interventions	Evidence collected over Autumn term 2025 to be embedded by June 2026
	Curriculum Information Environment	Ensure that reasonable adjustments are made for children to access both statutory and non-statutory assessments.	- SENDCo - SEND team - IT Lead	Early identification of children needing access arrangements for assessments Staff timetabling Use of technology	Statistics of children with SEND accessing assessments successfully with barriers removed.	Autumn assessments 2025
To improve the outcomes of students with communication and interaction needs	Curriculum	Continue to develop our Speech and Language offer so that all identified children can access targeted speech and language sessions. Develop the use of Super Sounds	- SENDCo - SEND team - Phonics leader - EYFS leader	Speech and Language programme External support from DCC Super Sounds Inset (March 2026)	S&L register Assessment Edukey plans	December 2026
	Curriculum Information Environment	Ensure that all classrooms adhere to autism-friendly guidance and have clear visual timetables as well as	- SENDCo - SEND team - Teachers	Visual timetables Talkers Emotion cards Sound buttons	Environment check Learning walks Student voice	September 2025



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		visual aids to support their communication where needed; i.e talkers, emotion cards, sound buttons etc.				
To improve the outcomes of students with social, emotional and mental health needs	Curriculum	Continue to develop our offer of professional interventions to support the improvement of our children's social, emotional and mental health needs.	• SENDCo • SEND team • Leadership team • Catharsis therapists • Ducklings provision	Purchase and completion of Thrive training by identified members of staff so that this programme can be practised appropriately with identified children. Funding of Catharsis therapy within school for identified children.	Thrive assessments Catharsis reports Observations of children using strategies learned Measured engagement in learning Student and parent voice Edukey Plans	April 2026
	Curriculum Information Environment	To ensure that staff are able to identify and plan for regular movement and sensory breaks for identified children.	• SENDCo • SEND team • Teachers	Staff CPD around sensory needs and how to support these children Staff timetabling Support and guidance from external agencies – BSS, AO, EP.	Scrutiny of Edukey plans Lesson observations Student voice Purchase of Zones of Regulation.	April 2026
	Curriculum Information Environment	To take part in Engagement programme for outdoor and nurture provision. To engage in transition pilot Engage with ISAT.	• SENDCo • SEND team	Staff cover to attend training events and project completion time.	Collaborative planning of appropriate project with between delegates and Virtual School staff. Presentation to Leadership team	To begin Oct 2025 – completion July 2026



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					Oversight of project by Leadership team	
	Curriculum Information Environment	Identified staff to undertake accredited Mental Health First Aid course in order to be able to provide targeted support to identified children, enabling them to access their learning in a safe and secure way.	• Leadership team • Identified staff members	Funding for Mental Health First Aid course Cover for identified teachers to attend course	Attendance of course Dissemination of learning to staff	September 2025
		To support children in managing dysregulation and managing own sensory needs	• SEND team SLT Site staff	Funding from LA Space to create sensory room Zones of regulation staff training	Sensory equipment Environment audit identifies possible spaces and rooms to be used Sensory equipment audit Staff and child views on implementation of ZOR curriculum Safe spaces created for all mainstream children to access	Sept 2026
To improve the outcomes of students with physical and sensory needs.	Curriculum Environment	Develop and equip our Sensory room to ensure that it is an appropriate and valuable resource to identified children that can be readily accessed to support learning needs.	• SENDCo • SEND team • Leadership team	Appropriate sensory equipment to be researched, sourced and purchased by SENDCo Local council funding streams to be accessed	Observation of sensory sessions Staff feedback Environment check	December 2026



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	Curriculum Environment Information	Install a portable hearing loop and clearly display the accompanying signage so that it is visible to all. Ensure that relevant staff have appropriate training to support identified children and visitors in using it.	• Site Manager • Leadership team	Research and purchase hearing loop and accompanying signs.	Environment checks Parent and child voice Attendance of staff at training	September 2026-2027
	Environment	Ensure that all outside steps have nosings. Nosings should be 2-inch strips which are painted or attached to the front and top of each step. Usually, yellow is used as it is a good contrasting colour. Re paint at the first sign of wear. All ramps to have handrails on either side.	• Site Manager • Leadership team	Yellow paint Tape Handrails and installation kit	Environment check	April 2026
	Curriculum Environment Information	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding and option in dual coding	Site Manager Teaching staff	Researching and sourcing appropriate signage. Sign installation	Environment check	April 2026



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	Curriculum Environment Information	Develop and equip a room for calm spaces. Ensure all teaching areas have calm areas	• SENDCo • SEND team Leadership team	Appropriate resources to be purchased with Local Council funding.	Environment check.	Sept 2026
To improve access and outcomes for all SEND students	Curriculum Information Environment	To achieve the IQM bronze award for inclusion	• SEND team SLT	IQM resource pack Register with IQM Receive IQM materials Complete self-evaluation report and submit Complete assessment visit	Award achieved	Summer 2027