

George Spencer Academy Accessibility Plan 2026-2029



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 2023- 2026. This plan will run from September 2026 to September 2029.

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: Jonathan Dakers

Date Approved:

Review date: every 12 months until September 2029

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	JDS	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 staff trained around the graduated response in relation to students with cognition and learning needs –SEND profile to share strategies with teaching staff.	SLT	HCT	September 2026 – ongoing	QA schedule and learning walks.

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Ensure Visually Impaired (VI) and Hearing Impaired (HI) pupils can fully access the school and the curriculum through acting upon guidance from specialist Local Authority advisors.	SCK/Teaching staff	SCK	September 2026 – ongoing	Visit feedback sheets are positive QA shows staff implementing feedback and strategies advised from SENCo and specialists
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.	SAN/SCK	JDS	Rolling programme of CPD provided within the team and continuing as the team evolves.	Inclusion team 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.	JWD/TBR	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 JWD	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.	SAN / SCK SCK / IRE	HCT JDS	Use of Chromebooks by some students 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.	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
Planning timetables and classroom locations around individual students' needs and their ability to access classrooms safely	JWD	PAN	Completed each year in June prior to the new timetable issued.	Timetable in place and do not room upstairs, strategic email created and reissued each term. Relevant equipment in rooms if needed.
Creation of best practice for how to create an accessible classroom including	SCK	JDS	Staff training on best practice. Resources saved on Staff Hub.	Training from external agencies given to staff Hearing Impairment training revisited annually.

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tips for HI/VI and students with physical disabilities identified.				
Pupils for whom English is an additional language have access to targeted interventions.	JGN	LJN	September 2026 – ongoing	EAL students accessing targeted programme of Intervention. Students able to access mainstream curriculum.
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	TBR	JDS	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.
Providing accessible toilets in Science, both Sixth Form areas, LINC and PE for all students	JWD	JDS	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.
Maintaining the site to address areas that require attention.	TBR / JWD	JDS	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.				
Logging and monitoring medical issues through the medi tracker to keep first aiders informed	IAN	JDS	On going	Staff have awareness around medical needs and all first aiders on site aware. First aid register kept up to date
Publicising best practice for supporting students with SEND through the staff bulletin	TFR/JDS/SCK	HCT	On going	Staff feel informed and have updated knowledge on good practice in relation to SEND.
Informing parents and carers about accessible areas for drop-off and pick-up (for pupils and/or themselves)	JWD	JDS	Completed annually and reviewed in line with other risk assessments	Risk assessments completed on an individual basis. Parents asked about accessibility issues annually.