

**Spalding Parish Church of England Day School**  
**Accessibility Plan – September 2025**

**Vision**

***Wholly inclusive, striving for fulfilment,  
empowering the flourishing of our world***

***Inclusive*** - Our inclusive community honours each person and ensures they know they are valued and valuable. Spalding Parish is a family where all members of our school community care for each other. This is evident through the level of support that is both given and received.

***Fulfilling*** - Through challenge and support, staff work extremely hard to ensure that children reach their full potential and set high standards, both of pupils behaviour and in the work they produce. We recognise that it is important, not only for our pupils to reach their academic potential, but for them to be given the opportunity to develop their talents in art, music and sport; allowing all to flourish and experience 'life in all its fullness'.

***Flourishing*** - Working together we strive to make a difference for all pupils, for our whole school community and for the wider world. We value all learners and aim to ensure every member of our school community can flourish as this is 'life in all its fullness'. Our curriculum aims to give hope and prepare children for the future in which they can fully participate as responsible and confident citizens.

Our curriculum is focussed on 'Making a Difference' - to the school itself, the local community and the wider world. This is underpinned by our Curriculum Drivers - Vocabulary/Background Knowledge, Growth/Mindfulness, Initiative and Possibilities/Community - alongside key enquiry questions to extend the children's knowledge and understanding. We strive to promote a curriculum which imparts knowledge; fosters curiosity, encourages growth and use of initiative, is language rich promoting the acquisition of a wider vocabulary and a love of reading, and builds cultural capital.

We define our curriculum as the totality of a child's learning experience whilst they are with us, ensuring that they are secondary ready and their educational journey undertaken whilst at SPCEDS equips them for the next stage. Together at SPCEDS we are on a continuing learning journey to support the children, families and wider community that we serve. We firmly believe in supporting the children to develop the essential skills for life in an ever changing world.

### **Purpose of the Plan**

This Accessibility Plan is designed to ensure that our school complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the local governing board took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

### **Duties on the School**

The duties of the school are:

- To not discriminate against pupils and adults with a disability for a reason related to their disability;
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled.

### **Reasonable adjustment duty**

The school is committed to making reasonable adjustments to allow pupils and adults with disabilities to access the educational provision and related services at the school. The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability. We plan, over time, to increase progressively the accessibility of the schools to pupils with disabilities as appropriate.

### **Definition of Disability**

A person has a disability 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 carry out normal day to day activities.

### **Planning Duty**

There are three strands to the planning duty:

### **Increasing physical access**

Improving the physical environment of our school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

### **Increasing access to the curriculum**

Increasing the extent to which pupils with disabilities can participate in our school's curriculum, for example: staff information and training, classroom organisation, timetabling.

### **Increasing access to written information**

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example in Braille, audio tape or large print formats, and the provision of information orally.

### **Contextual Information**

The majority of our school site and building is accessible for anyone who has a disability since it is a single storey building. All doorways are wide enough for wheelchair access and any raised door entrances are painted yellow so that they are easily seen by anyone with a visual impairment. We have a disabled parking space in our car park by the main school entrance for any of our stakeholders who may have walking difficulties. We also have a disabled toilet in the front part of the school and a disabled toilet at the rear of the school building which can once again be accessed by all stakeholders. We are an actively inclusive school and will always make reasonable adjustments for any visitors who may have a disability for which we were unaware.

### **The current range of disabilities within our school**

Our school is inclusive by nature and, as such, always has a population of pupils with a range of Special Educational Needs. It is not unusual for SPCEDS to be meeting the following needs:

- Autism
- ADHD

- Attachment difficulties
- Dyslexia
- Hearing impairments
- Visual impairments
- Global Developmental Delay
- Various medical conditions including Diabetes, Epilepsy, Asthma, Allergies
- A range of learning difficulties

### **Increasing access for disabled pupils**

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. As such we have a regular cycle of training provided by professionals from Outside Agencies to ensure that our ability to meet the needs of our diverse community is kept up to date. We have very close relationships with Outside Agencies and will actively seek advice from them to ensure that we can meet every pupil's needs through reasonable adjustments and specialised resources. 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 attend age relevant after school clubs, leisure and cultural activities and educational visits.

## Accessibility Plan

Target	Action Planned	Success Criteria and Key Milestones Progress	Responsibility	Resources/Cost
<p><b>Improve curriculum access for all</b> To continue to ensure full access to the curriculum and extra-curricular activities for all children including those with long or short term health Needs.</p>	<p>Support via Ethic Minority Traveller Education Team</p> <p>Seek advice from outside agencies, both those with established relationships with school and those who may be new e.g. charities for specific conditions.</p>	<p>All staff able to plan and cater for all children needs and ensure they access the full curriculum including after school clubs.</p>	<p>SLT</p>	<p>Widgit dual coding software</p>
<p>Support written work recording of work through alternative methods for children with identified needs in this area.</p>	<p>Purchase additional IT aids and software.</p> <p>Professionals to provide advice about a range of ICT and equipment which could improve access to the curriculum.</p>	<p>Where needed children able to record work using alternative methods on a regular basis to reduce writing/language barrier, Pupils can access the curriculum and meet their potential. All reasonable adjustments identified on Individual Support Plans and/or Health Care Plans.</p>	<p>SENCo SLT</p>	<p>Unknown</p>
<p>Adequate plans are made to support transitions for pupils</p>	<p>SENCo to work with EYFS lead and Y6 team to attend meetings to implement a successful transition.</p>	<p>All children who attend or who will attend our school have their needs met and provision and/or</p>	<p>SENCo EYFS lead AHT/Y6</p>	

<p>both to and from our setting.</p>		<p>training is put in to place at the earliest point.</p>		
<p><b>Improving the Physical Environment</b></p> <p>Ensure the building remains fully accessible to all users.</p>	<p>Liaise with H&amp;S Governor to ensure that any recommendations made regarding making the building more physically accessible are considered and implemented where possible and where not, alternative solutions are found. This may include changes such as acoustics or making signage clearer.</p> <p>Ensure that staff who support children who may need to use moving and handling equipment have the necessary training.</p>	<p>On an on-going basis the building remains fully accessible to all users. Plans take account of future needs wherever possible. Where possible, physical changes are made prior to transitions.</p> <p>Equipment is serviced regularly to ensure that it is always ready to use and identified staff are confident in the use of moving and handling equipment.</p>	<p>SENCo H&amp;S Governor</p> <p>Head Teacher SENCo Site Manager</p>	<p>Cost for adaptations and alterations – an unknown factor</p> <p>Service and further costs if changes are required</p> <p>Training time and training costs</p>

<p><b>Improve the delivery of written information</b></p> <p>To ensure that all written information is accessible to pupils and parents e.g. who have English as an additional language/large print/braille.</p>	<p>Access to a range of tools which can support translation, e.g. EAL translators, bi-lingual dictionaries, immersive reader, Google Translate.</p>	<p>Key information is translated and tools available to support pupils during the school day.</p>	<p>SLT</p>	<p>Use of EAL TAs during school day</p> <p>Cost of making information available in different formats when needed</p>
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Completed by Diane Mulley/Charlotte Hardy

To be reviewed in September 2026