

SPINDLE POINT PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN**September 2025**

OBJECTIVES	ACTIONS	PERSONNEL	TIMESCALE	SUCCESS CRITERIA
To maintain good access so that all pupils, including disabled pupils, can participate in the school curriculum	Through home visits/visits to school/liaison with other settings – identify pupils who may have a disability and any specific provision/resources/aids that may be required before admission	Nursery teacher Reception teacher Headteacher Other identified services	ongoing	School provides the identified provision to support the child on admission and induction.
	To liaise closely with parents of disabled children to promote a collaborative approach	Headteacher SENCO	Ongoing and as required (eg in response to any changes)	Changes to provision ensure children are happy and successful in school
	To liaise closely with Health Professionals and other support services to gain advice and guidance on specific conditions	SENCO Class teachers	Ongoing and as required	Children are happy and successful in school
	To provide a comprehensive training programme for all staff so they are able to adjust provision for children with disabilities eg Memory training, lego therapy, understanding Autistic Spectrum Disorder, the Quiet child. ELKLAN speech and language	SENCO Educational Psychology Ladywood Outreach BSS	Various course dates through the year	Children are happy and successful in school
	To review and evaluate the daily experiences of children with disabilities through learning walks and pupil interviews.	Leadership Team	Spring 2025 Summer 2025	School identifies aspects of good practice and areas for development
	To plan and provide specific support for children with personal care needs that minimises the impact on the child's access to school life	SENCO/ SEN Governor Teaching assistant Class teacher SLT	As required	Children are happy and successful in school and do not feel they are missing out on any aspect.

	When reviewing school policies, ensure they reflect inclusive practice and procedure.	Head Governors Curriculum co-ordinators	Ongoing policy review schedule	Policies clearly reflect inclusive practice and procedure.
	To provide curriculum resources and displays around school that present positive images of children with disabilities	Head/ SLT lead All subject Co-ordinators	On going	Children, staff and parents perceive disability in a positive light.
To improve and maintain access to the physical environment	The school will take account of the needs of pupils, staff and visitors with physical impairments when planning and undertaking future improvements and refurbishments of the site and premises eg lighting, colour schemes, door sizes, more accessible features and fittings	Head Governors	ongoing	The physical environment has more features that make it easier to access for individuals with disabilities.
	Provide a personalised space(s) in school which has reduced stimulation and can be a more suitable work area for specific children if required (eg children on the Autistic Spectrum, children with hearing impairment)	SENCO Class teachers	Ongoing reviews in response to pupil needs	Children with specific needs make better progress by having this provision
	Ensure medical needs of children are met in keeping with new legislation and reflected in the 'Managing Children's Medical Needs' policy	Head Governors SENCO	Ongoing	All statutory obligations are met. All staff aware of new policy and procedures.
	Provide bespoke access arrangements to the school building/child collection arrangements in response to the needs of individual parents.	Head Office staff	Ongoing Needs reviewed throughout the year	Parents with disabilities are able to access school activities more easily
	Regular checks of pedestrian pathways around school to ensure they are clear of hazards eg missing grid covers, loosened hand rails	Caretaker reporting to head	Weekly checks and follow up action as required	Parents with disabilities are able to access school activities more easily

To improve the delivery of written information	Use pictures/symbols/visual timetables to support individual children in their understanding of routines and expectations	Class teachers with support from Ladywood Outreach	Ongoing for identified children	Children experience less stress and are happy and successful
	Adapt teaching resources in response to the needs of the individual child eg limit use of written instruction for children who have difficulty processing written information	Class teachers	Ongoing for identified children	Children experience less stress and are happy and successful
	Audit signage around school to ensure it is clear and easy to understand	Head	Sep 25	Parents with disabilities are able to access school activities more easily
	Audit school documents/websites to ensure parents are made aware of how school can help them to access/respond to written information.	Head Office staff	Sep 2025	Parents with disabilities can access information in a different form.
	Check all written information that goes out to parents for clarity and use of plain English and change abbreviations/acronyms.	All staff	ongoing	Parents with disabilities can access information more easily.