

Accessibility Plan

(Independent School Standards: Parts 15 & 34)

Important note: The term ‘Spark’ or ‘Spark Academy Group’ applies to both our tutoring and independent school settings, also referred to as ‘provision’, ‘school’ or ‘organisation’ interchangeably.

Guidance & Legislation

- [Equality Act 2010 \(Schedule 10\)](#)
- [DfE Guidance for Schools on the Equality Act](#)
- [SEND Code of Practice](#)

Guidance & Legislation

- Health & Safety Policy
 - Equality & Diversity Policy
 - SEND Policy and information report
 - First Aid, Medicines & Administration Policy
 - Child Protection & Safeguarding Policy
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Last External Review	December 2025
Next External Review	December 2026
Last Update	December 2025
Author	Proprietor
Policy Sign Off	Headteacher

**Everyone Belongs, Grows
& Thrives.**



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Section 1: Aims & Monitoring Arrangements

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.

All employees and students must demonstrate the school's core values:

Belong	<ul style="list-style-type: none"> ■ We create emotionally safe, inclusive spaces where every pupil, parent, and staff member feels seen, heard, and valued. ■ We embrace each person's identity, experiences and voice. ■ Everyone matters, and everyone belongs.
Grow	<ul style="list-style-type: none"> ■ We believe in nurturing potential. ■ We respond to each individual's needs with compassion and high expectations. ■ Through strong relationships and personalised support, we enable emotional, social, and academic growth for all.
Thrive	<ul style="list-style-type: none"> ■ We champion wellbeing, self-worth and purpose. ■ We celebrate progress and empower everyone in our community to lead fulfilling lives - in school and beyond. ■ When individuals thrive, communities flourish.

The plan will be made available online on the school website, and paper copies are available upon request.

Our 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and staff.

Monitoring Arrangements

This document and the action plan will be reviewed every **3 years by the Proprietor and Headteacher**, but may be reviewed and updated more frequently if necessary.

Section 2: Action Plan

Aim#1: Increase access to the curriculum for pupils with a disability

<p>Current good practice:</p>	<ul style="list-style-type: none"> ■ Our school offers a differentiated, scaffolded and adaptive curriculum for all pupils ■ We use resources tailored to the needs of pupils who require support to access the curriculum ■ Curriculum resources include examples of people with disabilities ■ Curriculum progress is tracked for all pupils, including those with a disability using B-Squared (small progress steps) and provision map ■ Targets are set effectively and are appropriate for pupils with additional needs ■ The curriculum is reviewed to ensure it meets the needs of all pupils 		
<p>Objectives & Actions:</p>	<p style="text-align: center;">Short-Term Objectives</p> <ul style="list-style-type: none"> ■ All staff are continually trained to employ quality teaching strategies in response to individual needs. ■ Ensure all staff have the relevant training from outside agencies where appropriate to support the specific needs of our students. 	<p style="text-align: center;">Medium-Term Objectives</p> <ul style="list-style-type: none"> ■ Ensure that we have several specialist staff so we always have the expertise required within the team to adapt to any changes necessary. 	<p style="text-align: center;">Long-Term Objectives</p> <ul style="list-style-type: none"> ■ Curriculum further explored and adapted to suit the needs of all learners including accessibility of equipment/activities.

	<ul style="list-style-type: none"> ■ All students have a bespoke pathway/curriculum. 		
	<p style="text-align: center;">Short-term Actions</p> <ul style="list-style-type: none"> ■ Curriculum flexible and continually adapted in response to changing needs as informed by SLT. ■ Plan and deliver bespoke training opportunities with outside agencies when the need arises. 	<p style="text-align: center;">Medium-term Actions</p> <ul style="list-style-type: none"> ■ Regular Staff Supervision to discuss any learning needs or training courses that are identified. 	<p style="text-align: center;">Long-term Actions</p> <ul style="list-style-type: none"> ■ Additional agencies for delivery to be sought with any additional or adapted equipment to be purchased if necessary.
<p>Person Responsible</p>	<p>Headteacher</p>	<p>Headteacher</p>	<p>Proprietor</p>

<p>Success Criteria</p>	<ul style="list-style-type: none"> ■ Students to make progress and achieve, ongoing observations of lessons by subject leads. ■ Staff are confident at using and developing strategies. Students benefit from an adapted / flexible delivery of curriculum appropriate to need. ■ Ongoing staff training program and qualifications in place to ensure the learning and physical needs of all our students are being met ■ All students access the options curriculum regardless of activities.
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Aim#2: Improve and maintain access to the physical environment

<p>Current good practice:</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ■ Ramps ■ Corridor width ■ Disabled toilets ■ Library shelves at wheelchair-accessible height ■ Lighting in classrooms
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Objectives & Actions:	<p>Short-Term Objectives</p> <ul style="list-style-type: none"> ■ Students with specific needs have all the appropriate equipment they need. ■ Evacuation plans identified and displayed for all students to access. 	<p>Medium-Term Objectives</p> <ul style="list-style-type: none"> ■ To continue to keep all warning lights and emergency lighting to support staff and students with specific needs. 	<p>Long-Term Objectives</p> <ul style="list-style-type: none"> ■ To ensure any new building or site allows independent access for all.
	<p>Short-term Actions</p> <ul style="list-style-type: none"> ■ Purchase of specific software to support students with dyslexia. ■ Ongoing training and regular practices for students and staff. ■ Trials of software to purchase once decided on best option. 	<p>Medium-term Actions</p> <ul style="list-style-type: none"> ■ All areas both internal and external included with ongoing maintenance, checked in line with legislations. 	<p>Long-term Actions</p> <ul style="list-style-type: none"> ■ Ensure total compliance with building and health and safety regs. Including fire exits and warning systems are operational.

Person Responsible	Headteacher & Proprietor	Proprietor	Proprietor
Date to be completed	Ongoing	Ongoing	Ongoing
Success Criteria	<ul style="list-style-type: none"> ■ To provide further support to enhance students offer. ■ All staff and students are aware of procedures for emergencies. ■ All students particularly those with HI can navigate successfully around school safely. ■ All students can access all areas independently. 		

Aim#3: Improve the delivery of information to pupils with a disability

<p>Current good practice:</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ■ Internal signage ■ Communication Aids ■ Large print resources 		
<p>Objectives & Actions:</p>	<p style="text-align: center;">Short-Term Objectives</p> <ul style="list-style-type: none"> ■ ICT Suite updated with software to support learners with specific needs. 	<p style="text-align: center;">Medium-Term Objectives</p> <ul style="list-style-type: none"> ■ All systems serviced and operational. 	<p style="text-align: center;">Long-Term Objectives</p> <ul style="list-style-type: none"> ■ To ensure any new building or site allows independent access for all.

	<p style="text-align: center;">Short-term Actions</p> <ul style="list-style-type: none"> ■ Suitable software to be implemented to allow students to access additional resources / interventions. 	<p style="text-align: center;">Medium-term Actions</p> <ul style="list-style-type: none"> ■ All curriculum areas adequately resourced. 	<p style="text-align: center;">Long-term Actions</p> <ul style="list-style-type: none"> ■ For staff and specific students to qualify to Level 1 BSL
<p>Person Responsible</p>	<p>Headteacher & Proprietor</p>	<p>Headteacher</p>	<p>Proprietor</p>

Date to be completed	Ongoing	Ongoing	Ongoing
Success Criteria	<ul style="list-style-type: none">■ To provide further support to enhance students offer.■ All staff and students are aware of procedures for emergencies.■ All students particularly those with HI can navigate successfully around school safely.■ All students can access all areas independently.		