



POLICY DOCUMENT

Accessibility Plan

	Name	Date
Written By	SMT	December 2017
Review v1.1	P. Collins	December 2019
Review v1.2	P. Collins	March 2021
Review v1.3	P. Collins	March 2022
Review	SMT	February 2025

Leesons Primary School Accessibility Plan

At Leesons Primary School we are committed to working together to provide an inspirational and exciting learning environment that will ignite the spark of learning, for all children. Our core values endeavour to provide all members of the school community with a wide range of learning opportunities, whatever their ability or need. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Executive team is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation,

including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

Objectives

Leesons Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

Leesons Primary School will anticipate the need to make reasonable adjustments to accommodate the needs of pupils, parents, staff and other visitors where practicable. These changes will be planned and implemented within a published timeframe.

The Accessibility Plan contains relevant and timely actions to: -

Ensure full access to the curriculum for pupils with a physical disability and/ or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Leesons Primary School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information. Whole school training will recognise the need to

continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum policies
- Equality and Diversity Policy
- Health & Safety Policy
- School Improvement Plan
- SEN Policy
- Teaching & Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. Special Educational Needs and Disability Policy⁴

The Accessibility Plan will be published on the school website. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by:

- The Executive team
- Headteacher
- Inclusion Manager/SENCo
- Site Manager

Accessibility Plan

An Access Audit was carried out by SENCo/Inclusion Manager/Site Manager/SLT/Business Manager

Improving Physical Access					
Issue	Action	Timescale	Cost	Responsibility	Priority
Wheelchair access to several areas of school inaccessible e.g. – playing fields, Yr. 2 Classrooms	Identification and costings of ramps/ slopes for access	tbc		HT Site Manager	Low
Doors limit independent access to parts of the building	Replacement of doors causing concern for new doors in line with fire regulations	September 2022	Covered by CIF bid	COO HT Site manager	High
Corridors	Staff training to ensure corridors are kept clear at all times	March 2022	N/A	SLT Site Manager	High
Safeguarding	The School Safeguarding policy is robust and ensures the safety of all pupils The school premises are risk assessed and action taken to meet safeguarding needs Staff are aware of Child Protection protocols and the Whistleblowing Policy	Ongoing	N/A	HT PSL SLT	High
Improving Curriculum Access					
Interventions	SENCo to monitor interventions and their impact on learning Adaptations and resources to support progress to be purchased if appropriate	Termly	Dependent on necessary resources – funded through SEN budget	SENCo SLT Teachers	Medium
Classrooms are organised to promote the participation and independence of all pupils and staff	Furniture enables inclusion and independence Objects are stored and easily available to all Teachers adapt learning to meet the needs of all children including their social, emotional and moral needs Teachers	Half Termly	Dependent on necessary resources – funded through SEN budget	SENCo SLT Teachers	Medium

	assess the needs of new members of their class prior to transition (working with colleagues, other professional bodies and the Inclusion Manager)				
Use of Provision maps to plan for the meeting of the needs of pupils	SENCo to deliver training, monitor upkeep of plans and measure impact	Half Termly	N/A	SENCo Teachers	Medi
Staff supported in their understanding of SEND and disadvantaged pupils	Provide information and updates about SEND Audit of staff CPD needs	Termly	N/A	SENCo	Medi
SALT support for pupils with specific speech and language needs	Children are supported in developing speech and language <ul style="list-style-type: none"> • Assessment by SALT • 1:1 and group therapy • SALT interventions with PTP's 	Weekly SALT sessions	Funded through SEN budget	SENCO	Medi
Accessibility of Information – communicating with children and adults					
Spoken information	Staff are aware of the needs of the hearing impaired. Appropriate support is provided in class and for parents when communicating <ul style="list-style-type: none"> • Visual prompts and signs • Directional information within the school building is clear and well laid out • Signers are invited to meetings (parents arrangements) 	As Required	Resourcing Costs	SENCo PSL Head	Medi

Written information	The school will make itself aware of the services for converting written information into alternative formats • Resources for dyslexic pupils will be provided – e.g. coloured overlays; tilted writing surfaces • Using ParentPay and Dojo to communicate with parents	September 2020	ParentPay part of Trust SLA Dyslexia friendly materials funded through SEN budget	SENCo Admin Officer	Medi
Accessibility for pupils with Medical Needs					
Pupils will have medical needs beyond those usually expected in school	<p>Liaise with Parents/Carers Pupil's needs are identified through Health Care plans or Provision map</p> <p>Teaching and learning is adapted to allow access to activities, resources and learning Medicines are stored and administered safely in line with school policy</p> <p>Paediatric First Aiders are aware of the signs and symptoms of illness and what to do to maintain health and safety</p> <p>There are clear protocols relating to administering medicines, treatment and what to do in the case of emergencies</p>	When Required	Dependent on case by case basis	SENCO SLT	High
Possibility that children will be absent from school if illness is prolonged	Development and implementation of online curriculum using Google Classrooms enabling	Ongoing (when required)	Costs as part of Trust IT area for development	COO SLT Teachers	Medi

	<p>pupils to access school curriculum remotely</p> <p>Teachers liaise with parents/ school nurses or other interested professionals to develop home learning opportunities</p> <p>Liaise with Hospital tutors if appropriate</p>				
<p>Clear risk assessment in place for trips and visits to ensure inclusion</p>	<p>Ensure inclusion within the trips</p> <p>Risk assessments completed</p> <p>Consideration of the adults on the trip</p>	<p>Ongoing</p>	<p>None</p>	<p>Headteacher in the role of EVC signs off risk assessments 5 days in advance of a trip</p>	