

**Leasowes Primary School
 Accessibility Plan**

Date Approved: January 2021	Print Name: Jeff Smith
Date to be Reviewed: January 2024	Signed: Jeff Smith

1. Aims of the Accessibility Plan

This plan outlines how Leasowes aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Trust must have regard to the need to allocate adequate resources in the implementation of this strategy.

The plan will be resourced, implemented, reviewed and revised by Trustees in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

2. The Accessibility Audit

The Trustees will delegate to Governors an Accessibility Audit whenever deemed necessary. The audit will cover the following three areas:

- **Access to the curriculum** – assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Governors will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid

- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning Duty 1: Curriculum

Target	Strategy	Timescale to be Established	Outcome/Impact
Ensure that there is a reading provision that is accessible to all children.	Age appropriate phonics-based books to be purchased for the whole school.	Dec 2021	A child of any primary age is able to access basic reading skills and build upon this.
Ensure that the curriculum taught in Early Years, KS1 and KS2 is accessible to all.	Revamp the curriculum for all ages to ensure that the learning is relevant to children of all ages and abilities	Sept 2022	Children are able to learn new knowledge and skills and then build on this learning effectively, relating it to prior knowledge and experiences.
Meet the individual needs of pupils during statutory testing	Children are identified early and given the right intervention where necessary to ensure that they are prepared for all statutory testing in place. Where necessary, children are rigorously assessed and support, such as extra time or a scribe, are applied for and in place when needed.	Leading up towards all statutory testing	Children with specific needs to be assessed and provided with the correct support during testing. This may be additional time, scribe, 1:1 reader or modified tests e.g. enlarged print.

Planning Duty 2: Physical Environment

Target	Strategy	Timescale	Outcome/Impact
That all areas of the school building and grounds are accessible for all children and adults.	All new areas created within the school site are accessible to all and that they are fit for purpose.	Sept 2023	A new nurture area will be created to be used alongside our HOPE provision. The KS2 ASC area will be designed so that it is fit for purpose during Before and After School club as well as for learning throughout the day. Viability, including plans, will be put together to create a new learning space in the KS2 quadrant area, depending on budget limitations.
Improve signage around school	As new areas are completed, clear signage that can be deciphered by all will be put in place.	Ongoing	All signage around school to be renewed where and when necessary. All areas of the school will be easy to find.

Planning Duty 3: Information

Target	Strategy	Timescale	Outcome/Impact
Ensure that communication is effective with regard to children with SpLD.	Train staff in EY in the use of Makaton and embed this practice throughout, identifying children early on in the learning journey and implementing intervention.	On-going	Children's communication skills will improve rapidly.
Provide families with rich information and communication in a variety of alternative methods.	Continue to improve our practice to ensure that all information is communicated effectively to all stakeholders.	On-going	Parents to be able to access information about school through the website, Twitter, school money, email, telephone, text message, Parents' Forum, Family Learning, assemblies, Parents' Evening, 'Meet the Teacher' meetings and parental workshops. Parents with additional needs to have the support in place to enable access to school e.g. access to sign language support.
Ensure that the website is informative and up to date.	Ensure that the website is audited efficiently using tools such as SchoolBus, so that all legal requirements are up to date.	On-going	Leasowes will be consistently compliant, with a true transparency between parents and school.