

**Leasowes Primary School
 Accessibility Plan**

Date Approved: September 2023	Print Name: Jeff Smith
Date to be Reviewed: September 2026	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 Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

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. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy
- LGBTQ+ Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

3. Roles and Responsibilities

The Governing Board in each school will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

4. 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
Enriched experiences.	Children to have access to a range of extra clubs, groups and experiences both in the school day and beyond to further enhance the curriculum offer.	Sept 2024	Children have the opportunity and confidence to embrace all challenges and develop aspirational individuals.
Ensure that the curriculum taught provides rich and purposeful learning experiences.	Curriculum is to provide a wide variety of rich and meaningful experiences that enhance the curriculum taught therefore making the learning more memorable.	Sept 2024	Children are excited about their learning, they remember previous learning and are able to make links to future learning 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
Further enhance the KS1 playground.	Purchase playground equipment that enables children to practice gross motor skills and improve agility.	Sept 2024	Enhance the KS1 playground provision with accessibility to equipment that encourages an active lifestyle.
Improve the Early Years and staff facilities.	Provide improved toilet facilities for staff and Early Years. Improve staffroom facilities	Sept 2025	Improved up-to-date facilities.
Improve the School office facilities.	Redesign the office area to meet the needs of the business, improve security and accessibility.	Sept 2025	Create an efficient working environment for the administrative staff. Improve visibility of external and internal security door. Improve accessibility to the site.

Planning Duty 3: Information

Target	Strategy	Timescale	Outcome/Impact
Provide children and families with access to safeguarding and wellbeing support.	Ensure the website has accurate information regarding safeguarding and wellbeing to support families and that children have access to further support in school where necessary	Sept 2024	Children and families to feel supported with wellbeing.
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.	Sept 2024	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.
Paper copies made available upon request	All correspondence available in paper copies upon request via the office.	Sept 2024	Access to accurate and up-to-date information on request.
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.	Sept 2024	Leasowes will be consistently compliant, with a true transparency between parents and school.