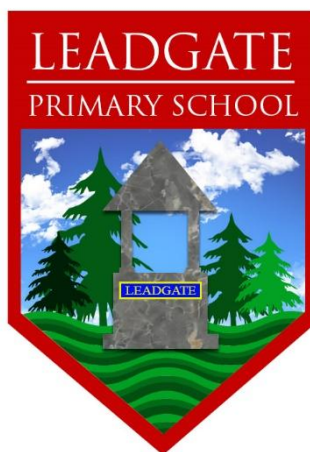


Leadgate Primary School



Accessibility Plan

Leadgate Primary School Accessibility Plan – 2025 to 2028

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Leadgate Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Leadgate Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Leadgate 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.

Leadgate Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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.

2) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equality Policy
- Health & Safety Policy
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy

3) 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.

4) 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.

5) The Accessibility Plan will be published on the school website.

6) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

7) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

8) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. The school building is accessible through all doors for all pupils and parents with any disabilities.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is spread over 2 sites on West Street (Lower School Site, Early Years and Keystage 1) and Alder Grove (Upper School Site, Keystage 2).

Our Upper School Site is a single story building with several access points from outside. The main entrance is suitable for wheelchairs and the doors accommodate the width of any chairs. The external classroom doors are only accessible for children on a morning and after break times. All visitors must report to reception.

Our Lower School Site is single story building for the purposes of childrens education (second floor not utilized for teaching purposes) with several access points from outside. The main entrance is suitable for wheelchairs with Ramp Access and the doors accommodate the width of any chairs. The external classroom doors are only accessible for children on a morning and after break times. Ramp Access into the building can also be gained for early Years pupils. All visitors must report to the main reception accessed through the school carpark from West Street.

On-site car parking for staff and visitor is located at the Lower School Site behind the school gates and at Upper School Site to the rear of the school building, although parking is limited on both sites. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and at Lower school this has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available on both sites, one in the Foundation Stage, one outside the Hall at the end of the corridor in Keystage 1 and one within the Year 5 toilet block at Upper Site. All these are fitted with a handrail and an emergency pull cord.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. Action Plan

Objective 1

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure equal access to the extended curriculum, including external school visits and residential.	<ul style="list-style-type: none"> - Conduct comprehensive pre-planning for all off-site activities to proactively address potential barriers - Liaise with parents/carers and external providers to identify and address individual needs - Provide additional support, such as one-to-one assistance or specialist equipment, to enable full participation - Arrange for accessible transportation and venues for all off-site activities - thorough risk assessments completed in advance - detailed itineraries include accessibility options for transport/ accommodation etc - ensure completion of all feedback post visit including parents and children 	<ul style="list-style-type: none"> - All pupils with disabilities are able to fully participate in extended curriculum activities, including school visits and residential – with all reasonable adjustments made in timely manner - Additional Adult support effectively and efficiently deployed to meet needs - Positive feedback from parents/carers and pupils regarding the accessibility and inclusivity of extended curriculum activities - No incidents of pupils with disabilities being unable to participate in off-site activities due to lack of accessibility or support - No incidents of pupils unable to participate due to financial contributions 	Assistant SENCO Educational Visits Coordinator	Ongoing, with review at the end of each academic year
Enhance the accessibility of the school's physical environment to support the	<ul style="list-style-type: none"> - Conduct a comprehensive audit of the school's physical environment to identify areas for improvement - Develop and implement a plan to address identified accessibility issues, such 	<ul style="list-style-type: none"> - Improved accessibility of the school's physical environment, as evidenced by the audit and feedback from pupils, parents/carers, and staff - No reports of pupils with disabilities 	Head Teacher, Caretakers, SENCO	Audit completed by the end of the first term, with an implementation plan in place by the end of the academic year

participation of pupils with disabilities.	as improving signage, lighting, and the layout of classrooms and communal areas - Ensure that any future building or refurbishment projects fully consider the needs of pupils with disabilities	being unable to access or fully participate in school activities due to physical barriers		
Provide targeted training and support for staff to enhance their ability to meet the needs of pupils with disabilities.	<ul style="list-style-type: none"> - Conduct a training needs analysis to identify areas where staff require additional support - Deliver comprehensive training on inclusive teaching strategies, assistive technology, and supporting pupils with a range of disabilities - Establish a system for ongoing professional development, including opportunities for staff to share best practices and learn from each other 	<ul style="list-style-type: none"> - All teaching staff report feeling confident and equipped to support the needs of pupils with disabilities - Positive feedback from pupils and parents/carers regarding the school's ability to meet the needs of pupils with disabilities - Improved outcomes and participation for pupils with disabilities, as evidenced by progress data and engagement in the curriculum 	SENCO CPD Lead	Training needs analysis completed by the end of the first term, with an ongoing training programme in place for the remainder of the academic year
Enhance the school's communication and engagement with parents/carers of pupils with disabilities.	<ul style="list-style-type: none"> - Review and improve the school's communication channels to ensure they are accessible and inclusive - Establish regular forums and feedback mechanisms to gather input from parents/carers of pupils with disabilities - Provide targeted support and guidance to parents/carers on how to support their child's learning and development 	<ul style="list-style-type: none"> - Positive feedback from parents/carers of pupils with disabilities regarding the school's communication and engagement - Increased participation and engagement of parents/carers of pupils with disabilities in school activities and decision-making processes - Improved collaboration between the school and parents/carers in supporting the needs of pupils with disabilities 	SENCO Class Teachers	Communication review completed by the end of the first term, with ongoing engagement and support for parents/carers

Objective 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Time frame
Enhance classroom environments to reduce sensory overload and promote calm	<ul style="list-style-type: none"> - Conduct audit of all classrooms to identify areas for improvement in terms of visual, auditory, and tactile stimulation - Implement strategies to minimise clutter, control lighting, and manage noise levels in classrooms - Provide calming sensory equipment (e.g., fidget toys, weighted blankets, soft lighting) in each classroom – including minimal clutter / neutral colours used / quiet spaces and sensory resources available inc but not limited to : blankets, fidget toys etc - Train all teaching staff on creating sensory-friendly classroom environments and supporting pupils with sensory needs 	<ul style="list-style-type: none"> - All classrooms have a calm, low-stimulation environment that supports pupils' ability to focus and learn - All rooms well organized and free from excess clutter and distraction - Pupils with sensory needs demonstrate improved engagement and reduced instances of sensory overload in the classroom - Sensory resources are readily available and personalized - Staff feedback indicates increased confidence in supporting pupils with sensory needs 	SENCO, Class Teachers	With in 12 months
Improve accessibility of outdoor learning spaces	<ul style="list-style-type: none"> - Assess the accessibility of outdoor learning areas, including the playground, sensory garden, and forest school site - Implement adaptations to improve accessibility, such as installing ramps, widening paths, and providing sensory equipment - Ensure all outdoor learning spaces are designed to be inclusive and engaging for pupils with a range of abilities and needs 	<ul style="list-style-type: none"> - All outdoor learning areas are fully accessible to pupils with disabilities - Pupils with disabilities actively participate in and benefit from outdoor learning experiences - Positive feedback from pupils, staff, and parents/carers regarding the accessibility and inclusivity of outdoor spaces 	SENCO, Caretakers	With in 18 months

Enhance signage and visual supports throughout the school	<ul style="list-style-type: none"> - Review current signage and visual supports across the school site - Develop a comprehensive signage and visual support plan, including the use of symbols, colour-coding, and clear labelling - Install new signage and visual supports to aid navigation, provide instructions, and communicate key information for pupils with disabilities 	<ul style="list-style-type: none"> - Clear, consistent, and accessible signage and visual supports are in place throughout the school - Pupils with disabilities report increased independence in navigating the school environment - Positive feedback from staff, pupils, and parents/carers regarding the effectiveness of the school's signage and visual supports 	Head Teacher, SENCO, Caretaker	With in 12 months
Improve accessibility of school facilities and resources	<ul style="list-style-type: none"> - Audit the accessibility of all school facilities, including toilets, changing areas, and the school library - Implement adaptations to improve accessibility, such as providing accessible seating, and ensuring resources are at an appropriate height - Ensure all school resources, including textbooks, equipment, and digital materials, are available in accessible formats 	<ul style="list-style-type: none"> - All school facilities and resources are fully accessible to pupils with disabilities - Pupils with disabilities report increased independence and comfort when accessing school facilities and resources - Positive feedback from staff, pupils, and parents/carers regarding the accessibility of the school environment 	Caretaker, SENCO, Curriculum Leads	With in 24 months

Objective 3: To improve the delivery of information to disabled pupils and parents.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Time frame
Improve the accessibility of written communications for parents and carers of disabled pupils	<ul style="list-style-type: none">- Audit all written communications (letters, newsletters, policies, etc.) to identify areas for improvement- Implement the use of plain English, avoid jargon, and ensure font size, style, and spacing are accessible- Provide alternative formats (large print, audio, Braille) of key documents upon request- Offer translation services for parents and carers whose first language is not English	<ul style="list-style-type: none">- All written communications are reviewed and revised to improve accessibility- Alternative formats of key documents are available and provided upon request- Translation services are actively promoted and utilised by parents and carers	SLT Admin Staff	6 months
Enhance the accessibility of the school website for disabled pupils and their families	<ul style="list-style-type: none">- Review the school website to identify areas that can be made more accessible (e.g., navigation, contrast, text-to-speech functionality)- Implement accessibility features, such as adjustable font size, high-contrast mode, and screen reader compatibility- Ensure all images and multimedia content have appropriate alt text and captions- Provide a dedicated accessibility statement outlining the school's commitment and the available features	<ul style="list-style-type: none">- Accessibility features are implemented on the school website- Website content is reviewed and updated to improve accessibility- An accessibility statement is published on the website	IT Lead Web Design Company	9 months
Improve the delivery of information in accessible formats during school events and meetings	<ul style="list-style-type: none">- Identify upcoming school events and meetings where accessible information delivery is required- Ensure that any multimedia presentations or handouts are available in alternative formats (e.g., large print, braille)- Communicate the availability of accessible formats to parents and carers in advance of events	<ul style="list-style-type: none">- Accessible formats and services are provided at all relevant school events and meetings- Feedback from parents and carers indicates improved accessibility of information	SENCO Event Organisers	Ongoing

