

St Leonard's Lower School



Accessibility Plan 2023-2026

Date plan last reviewed: September 2023

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

Statement of intent

This plan outlines how St Leonard's Lower School 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 Equality 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 taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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 in consultation with:

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

1. Legal framework

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

- 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, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board 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.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

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

When conducting the audit, the governing board 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

Issue	What	Who	When	Outcome	Review
Staff members do not know whether the curriculum is accessible	Monitoring of the inclusive curriculum in all subject areas	Headteacher, subject leaders, SENCO	Ongoing 2023-4 – via monitoring and evaluation cycle	Management are confident that all pupils are accessing the curriculum	Summer 2024
Staff members do not have the skills to support pupils with SEND	<p>INSET provided to staff members</p> <p>Training for teachers on the inclusive classroom and metacognition.</p> <p>Training revisited on high quality first teaching provision and ordinarily available provision for SEND pupils.</p> <p>Supporting pupils with SEMH difficulties (PACE) and de-escalation. Sharing consistent approaches through pupil passports.</p>	Headteacher, SENCO	Autumn term 2023	Staff members have the skills to support pupils with SEND	Summer 2024

<p>School residential visits for pupils with high needs/physical disabilities</p>	<p>Needs of pupils with SEND are incorporated into the planning process</p>	<p>Teachers, SENCO</p>	<p>Autumn 2023</p>	<p>Planning of school trips takes into account pupils with SEND</p>	<p>Residential visit May 2024</p>
<p>Pupils with SEND cannot access lessons</p>	<p>Provide tablets and other adjustments for pupils with SEND</p> <p>Assistive technology- Clicker Software used to support pupils with physical difficulties and reading and writing difficulties</p> <p>Pastoral support planning for those pupils with SEMH difficulties.</p> <p>PE- all children with SEN and Disabilities have access to adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programmes of study and that enable the</p>	<p>Headteacher, SENCO, IT Support PE subject Leader Class 4 teacher</p>	<p>Ongoing</p>	<p>Pupils with SEND can access lessons</p>	<p>Summer 2024</p>

	<p>pupils to make progress.</p> <p>Work in partnership with dual placement settings to ensure a broad and balanced curriculum is offered across both settings</p>				
--	---	--	--	--	--

Planning duty 2: Physical environment

Issue	What	Who	When	Outcome	Review
There are currently no disabled parking bays and this makes it difficult for parents of disabled pupils to drop off and pick up at school.	Marking of 1-2 disabled parking spaces in staff car park	SBM to arrange	Spring 2024	Parents of disabled pupils will be able to drop off and pick up without difficulty.	Summer 2024
Learning environment of pupils with visual impairments is not accessible	<p>Incorporation of appropriate colour schemes</p> <p>Window blinds in 4+</p>	SBM	Autumn 2023	Learning environment is accessible to pupils with visual impairments	Autumn 2024

Toilets are not accessible	Handrails installed in staff toilets Update of toileting equipment for disabled pupil	SBM	Autumn 2023	Access to toilets is increased	Summer 2024
There is currently no first aid or changing room in school.	Construction work undertaken	SBM/building contractors	Summer 2024	School buildings are fully accessible	Summer 2025

Planning duty 3: Information

Issue	What	Who	When	Outcome	Review
Staff do not know how to make written information accessible	Schools seeks advice from external advisors (visual impairment team) Training for class teachers and learning support assistants	SENCO	Autumn 2023	School is aware of local services for converting written information into alternative formats	Ongoing

Written information is not accessible to pupils with visual impairments	Ensure liaison with VI team to support enlarged Read, Write Inc reading resources	SENCO, ICT manager	Autumn 2023	Written information is fully accessible to children with visual impairments	Ongoing
School website/Newsletter/emails is not accessible for parents who are illiterate	Audit of website Whats App Voice notes? Liaise with Traveller Liaison Officer	ICT manager	Autumn 2023	Website is fully accessible All parents have equal access to school information	Ongoing

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is September 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.