**ACCESSIBILITY PLAN - 2026 to 2029**

# St Leonard's C.E. Primary School

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

We at St. Leonard's school believe that we are part of God's family, following the example of Jesus Christ, and strive to put into action St. Paul's teaching on the fruit of the Spirit –

"love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control"
Galatians 5. 22-23

Our vision and Christian values underpin everything we do as a school: our aims and ethos, policies, procedures, the design of our curriculum, how we treat one another, the decisions that we make and the school's management and governance.

1. The St. Leonard's C.E. Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was updated to reflect and review statutory requirements for the setting of Equality Objectives.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. We are 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.

4. The St. Leonards' C.E. Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain 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 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 school 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 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. 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.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
    - Curriculum Policy
    - Single Equality Policy
    - Staff Development Policy
    - Health & Safety Policy (including off-site safety)
    - Special Educational Needs Policy
    - Behaviour Management Policy
    - School Improvement Plan
    - Asset Management Plan / Suitability Survey
    - School Brochure / Prospectus and Vision/Mission Statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and 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.

9. 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.

10. The School Brochure / Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the school website.

13. The Accessibility Plan will be monitored through the Governor Curriculum Committee.

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

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

Approved _____

DATE _____

Review date _____

## St. Leonard's C.E. Primary School Accessibility Plan - 2026 to 2029: Improving the Curriculum Access

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|---|---|---|---|
| Training for relevant staff in teaching children with a hearing impairment. | Hearing Impaired Service to lead training in use of hearing aids, transmitter and general understanding of the needs of a hearing impaired child. | All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them. | Every Autumn term at the start – SIS provide a training course at this time each year | Hearing impaired child is successfully included in all aspects of school life. |
| Updated training for staff in the identification of and teaching children with ASD and other specific learning difficulties. | All relevant staff attend appropriate training.<br>Outreach provision from external agencies. | All relevant staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. | Ongoing as needed | Children with ASD are successfully included in all aspects of school life. |
| All extra-curricular activities are planned to ensure they are accessible to all children. | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Ongoing | Increase in access to all school activities for all pupils. |
| Classrooms are optimally organised to promote the participation and independence of all pupils. | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.<br>Use of visual timetables across the school where needed. | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. | Ongoing | Increase in access to the Curriculum |
| Ensure all children on SEN list have a provision map in place. | Provision maps for all children. | Provision map is up to date and forms a key part of the planning process for all pupils. | By end of autumn term 2026 and updated termly | Provision maps in place and highlighted to support the needs of individual children. |

## St. Leonard's C.E. Primary School Accessibility Plan - 2026 to 2029: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan.

## St. Leonard's C.E. Primary School Accessibility Plan - 2026 to 2029 : Improving the Delivery of Written Information

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|---|---|---|---|---|
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats e.g. braille | The school will be able to provide written information in different formats when required for individual purposes | Ongoing | Delivery of information to pupils and parents/carers Improved.<br>LA will provide support for conversion to other formats as requested. |
| Make available school prospectus, school newsletters and other information for parents in alternative formats. | Review all current school publications and promote the availability in different formats for those that require it. | All school information available for all.<br>School information published on school website and updated regularly. | Ongoing | Delivery of school information to parents and the local community improved |
| Survey parents/carers as to the quality of communication to seek their opinions as to how to improve. | Send out survey to parents regarding quality of communication. | School is more aware of the opinions of parents and acts on this. | Summer parent/carer survey | Parental opinion is surveyed and action taken appropriately. |