



# Accessibility Plan

## 2024- 2027

### Leedon Lower School

Approved by:	Governing Body	Date: October 2024
Last reviewed on:		
Next review due:	October 2025	

#### 1. Aim of the Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The aim of this Accessibility Plan is to ensure that Leedon Lower School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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.

Leedon Lower School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information to ensure access for all.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have considered a range of stakeholders in the development of this accessibility plan including students, parents/carers, staff, volunteers and governors of the school. This Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:



- Behaviour Policy
- Equality Information and Objectives Policy
- Health and Safety Policy
- SEND Policy
- School Development Plan

The Accessibility Plan is published on the school website. The Accessibility Plan is monitored through the Governing Body. The school will work in partnership with the Local Authority when developing and implementing this Accessibility Plan.

## **2. Legislation and Guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **3. Monitoring Arrangements**

This document is reviewed every 3 years but is reviewed and updated more frequently when necessary. It is reviewed by the Headteacher, SENDCO and the Equalities or SEND Link Governor. It will be approved by the Board of Governors.



Access to the curriculum					
Priority	People	Strategy/Action	Resources	Timescale	Success Criteria
To develop inclusive quality first teaching.	Teaching staff	Training and information on adapting the curriculum to meet the needs of children with additional needs.	Staff training Staff meetings	Learning walks Policy reviews	Reasonable adjustments made to meet the needs of all children.  Progress overtime will be evident through tracking.
Specialised equipment to be purchased and used appropriately to meet individual needs.	SENDCO	Commitment to provide and use appropriate equipment and resources to meet the needs of all children.	Equipment	Ongoing tracking and monitoring	Needs of all children are met. Nurture and classrooms fully inclusive.
For in year transfers liaise with previous school and parents.	SENDCO	Liaise with previous school/parents regarding any reasonable adjustments that are required	Provision map, learning plan and any other documentation needed	As required	Smooth transition for the child. Feedback from parents/child regarding starting at Leedon.
Parental and child views	SENDCO	Child voice surveys and parent questionnaires.		Annually	Feedback used to inform school development and SEND priorities
Priority	People	Strategy/Action	Resources	Timescale	Success Criteria
Visits and trips are planned in consideration of accessibility	Class teachers Year group leaders SENDCO Headteacher EVC	Consider access arrangements when planning the trip	Pre trip visits  Risk Assessments	Ongoing	All trips are accessible to all pupils.
Appropriate transport arrangements	Office team SENDCO Teaching staff	Consider access arrangements when planning the trip	Minibus/private coaches are accessible	Needs dependent	Engagement and inclusion on all trips
Access to IT resources and	Dragon Headteacher	When need of specialist		Ongoing	All IT needs are met across the school



specialist equipment.	Computing lead SENDCO	equipment arises an audit will be completed			including chrome books
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Access to the physical environment					
Priority	People	Strategy/Action	Resources	Timescale	Success Criteria
Access into the school and front office is clearly accessible.	Site Team Business manager Headteacher		Audit Risk assessments	Termly checks by Health and Safety Governor	All areas of school are fully accessible
School signage is accessible and indicates access routes.	Site Team Business manager Headteacher	Disabled parking bays signposted. Access plan for visitors kept in the front office.	Signs where required	Termly checks by Health and Safety Governor	Disabled pupils/parents and visitors aware of wheelchair access to all parts of school
Outside areas	Site Team Business manager Headteacher Class teachers SENDCO	Ensure all outside areas that children access meet the needs of pupils with SEND	Outside areas	Ongoing Termly checks by Health and Safety Governor	
Exterior paths and driveway into Leedon have safe access	Site Team Business manager	Ensure that pathways are kept clear of vegetation and repairs are attended to promptly	External contractors as and when required	Termly checks by Health and Safety Governor	Exterior paths allow all visitors, parents and children to move unhindered.
Disabled parking	Site Team Business manager	Ensure a disabled parking space is always available	None	Termly checks by Health and Safety Governor	Disabled badge holders can access disabled parking, when required.
Improve the quality of outside provision for children with specific	Site Team Headteacher SENDCO Class Teachers	Ensure the sensory garden and outside quiet spaces are suitable for pupils	SEN budget	Ongoing	All pupils who need access to the sensory garden and quiet spaces due to



emotional needs		with additional needs.			emotional needs have a designated space (described in support plans/EHCP where necessary)
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