



Accessibility Plan

Policy Review

Policy Review

This policy will be reviewed in full by the Governing Body every three years.

The policy was reviewed and agreed by the Governing Body in *March 2026*

It is due for review in *March 2029* (up to 36 months from the below date).

Head Teacher		March 2026
Chair of Governors		March 2026

Leamore Primary School's Accessibility Plan

3-year period covered by the plan: March 2026 – March 2029

The staff and governors at Leamore Primary school are aware of their responsibilities under the Equality Act 2010. 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”.

The Equality Act 2010 states that it is against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- ‘direct discrimination’ – e.g. refusing admission to a student because of disability
- ‘indirect discrimination’ – e.g. only providing application forms in one format that may not be accessible
- ‘discrimination arising from a disability’ – e.g. a disabled pupil is prevented from going outside at break time because it takes too long to get there
- ‘harassment’ – e.g. a teacher shouts at a disabled student for not paying attention when the student’s disability stops them from easily concentrating
- victimisation – e.g. suspending a disabled student because they’ve complained about harassment

Reasonable adjustments

An education provider has a duty to make ‘reasonable adjustments’ to make sure disabled students are not discriminated against. These changes could include:

- Changes to physical features - for example, creating a ramp so that students can enter a classroom
- Providing extra support and aids (such as specialist teachers or equipment)

Special Educational Needs and Disability (SEND)

All publicly-funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with Special Educational Needs.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is an action plan showing how the school will address the priorities identified in the plan.

The purpose and direction of the school’s accessibility plan: vision and values

At Leamore Primary School we are committed to providing an accessible environment which is inclusive of all pupils, parents, staff and visitors. This is regardless of their education, age, gender, physical, sensory, social, spiritual, emotional and cultural needs. We endeavour to develop a culture of awareness and inclusion, and are committed to challenging negative attitudes towards disability. We promote positive attitudes towards all our pupils, regardless of their individual needs and make reasonable adjustments where necessary.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Through our accessibility plan we are intent on removing any barriers to achieve the above, focusing on:

- **the physical environment;** improving the environment of the school to increase the extent to which all pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- **curriculum access;** increasing the extent to which all pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- **equality and inclusion;** to improve awareness and promote positive attitudes.
- **access to information;** improving the delivery of information, such as handouts, timetables, textbooks and information about school events. The information should take account of all pupils and their individual needs, and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and school families	To create access plans for individual disabled children as part of the assess, plan, do, review and health care plan procedures.	As required	Head teacher	Use of the hall for the public includes wheel chair access.
Ensure the school staff and governors are aware of any access issues	To ensure all staff, pupils, parents and visitors can access all areas of school.	Ongoing process - although at least annually	SLT	Health Care plans are reviewed twice a year and updated accordingly and shared with all staff and parents/carers.
	Ensure accessible toilets are available and clearly signposted.		Governors	Volunteers and visitors are aware of the needs of SEND children at all times through the use of one page pupil profiles and personal health care plans.
	Annual reminder to parents, carers through a newsletter to let us know if they have problems with access to areas of the school.		SENDCo	
	Ensure all information is shared with all relevant staff, agencies, volunteers and visitors to ensure continuity of care for our pupils.		Teachers	
Ensure all staff are aware of what outdoor equipment is	Complete risk assessments before children with a physical	Ongoing – as required	Head teacher	To ensure that those with a physical disability can safely access the equipment
			SENCo	

and isn't suitable for children with a disability	disability access the outdoor equipment Ensure all information is shared with all staff who supervise the use of this equipment		All teachers and TAs Lunchtime supervisors	
Maintain safe access for those that are visually impaired	Check exterior lighting is working on a regular basis.	Ongoing checks	Caretaker Governors SENDCo	To ensure that those with visual impairments feel safe in the school grounds.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation	On going.	Headteacher SENDCo All staff	All disabled pupils and staff working with them are safe in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.
Ensure the necessary adjustments are made to support pupils with a hearing impairment	Take advice on appropriate equipment from the Teacher of the Deaf.	As required	Headteacher SENDCo	All children with hearing impairments have access to the curriculum

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure all staff have training on disability issues - and meeting individual pupil needs (Inclusive teaching strategies)	Identify training needs at regular meetings, staff meetings, SLT meetings and Phase Meetings.	Ongoing	SENDCO Headteacher	Raised confidence of staff in meeting pupil's individual needs and access.
Ensure all pupils have the appropriate/ accessible resources they need to fully participate and	Audit of pupils needs Pupils needs are identified and resources are allocated, e.g.	Ongoing	SENDCo Teaching staff and TAs	All pupils can participate and access the curriculum.

achieve in all lessons.	individual timetables, covered overlays, large print			
Classrooms and learning areas are organised to promote the participation and independence of all pupils and adults alike	Staff to regularly review the layout of the classroom, materials and resources to ensure accessible to all according to individual need.	Ongoing	SENDCo Teaching staff and TAs	All children to have access to learning tools/arrangement of the classrooms that meets their specific needs.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Complete risk assessments before going on any trips to ensure suitability for all pupils and staff.	Ongoing	EVC Educational Visits Coordinator (Mr Ellison) Teachers SENDCo	All pupils are able to access all school trips and take part in a range of activities
Review the school's P.E. curriculum and policy to ensure P.E. is accessible to all pupils	Review P.E. curriculum to include all pupils, regardless of disability.	Annually	SENDCo PE co-ordinator (Miss Cox)	All pupils have access to P.E.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Annually	Headteacher SLT SENDCo PHSE lead (Miss Clarke)	Gradual introduction of disability issues into all curriculum areas
Ensure all children can take part equally in lunchtime and after school activities	Discuss accessibility for all pupils with After School Club staff and other clubs after school. Additional support may need to be available in order for our pupils to	As required	SENDCo Headteacher	All children feel able to participate equally in after school activities.

	access extra curricula activities.			
To identify training needs on different aspects of SEND to adapt to the changing school population/new admissions	Children's needs identified and training opportunities sought to best support all pupils. All staff to be trained and confident in supporting children to access and include all pupils with varying needs in work within the classroom. Ensure all staff are kept up to date on new needs and requirements.	Ongoing – as needs of children change and with new admissions.	SLT SENDCo	All staff working in school are confident and competent in supporting all our pupils access the curriculum effectively.

Equality and Inclusion

Targets	Strategies	Timescale	Responsibility	Success Criteria
To review the following Policies and Plans: ❖ Accessibility Plan ❖ SEND Policy ❖ SEND Information Report ❖ Behaviour Policy	All policies to be reviewed and amended to reflect recent legislation and practice.	Annually	Headteacher SENDCo SLT	A fully inclusive school where all stakeholders can access policies via our school website.

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve communication with parents	Ask parents and staff about preferred formats for accessing information e.g. newsletters - do we need braille, other	Annually	Headteacher SENDCo	Staff are more aware of preferred methods of communication, and parents feel included.

Improve website accessibility	languages; (use Google Translate) audio convertor of text etc. Have a copy of the Accessibility Plan on the school's website https://www.learmoreprimaryschool.com To have copies of the Accessibility Plan in all classrooms and in the staff room			All parents and pupils can access school information. School website accessible to all
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