Accessibility Plan 2026-2029

Policy approved: May 2026
To be reviewed: May 2029

School Vision, Values and Aims
Our school vision, values and aims are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

"Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself' (Mark 12.30,31).

Vision
Open Hearts, Open Minds, Open Doors

Values

Respect	Luke 10:25-37	The Good Samaritan
Responsibility	Luke 15:11–32	The Prodigal Son
Compassion	Luke 19, 1-10	Zacchaeus the tax collector
Perseverance	Luke 5:17-26	A man is helped by friends to see Jesus

Aims
Our principal aim - For all to know that they are welcome

To show kindness and forgiveness
To listen to one another
To seek enjoyment in our work
To show patience with one another
To show love towards one another

To show courage in our work
To keep the children at the heart of our decisions
To embrace innovation and change
To trust one another
To inspire one another
To celebrate the dignity and worth of each individual
To begin each new day positively

To reach out to one another
To have confidence
To encourage one another
To support and challenge one another
To believe in one another

Legal Background

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 (1995). 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 or sexual orientation".

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.

Purpose of Plan

This Plan shows how Leckhampton C of E Primary School intends to ensure and improve the accessibility of our school for pupils, staff, parents and visitors who may be disabled.

Definition of Disability

According to the Equality Act 2010 a person has a disability if: 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.

Areas of planning responsibilities

To increase the extent to which disabled pupils can participate in the school's curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and educational visits.

To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

To ensure information, advice and guidance is accessible to all.

Aims

The school's vison, values and aims remain at the heart of the Accessibility Plan and can be found at the start of the start of the plan.

Training

Whole school training will be planned to support and develop staff and governor knowledge and awareness of Equality issues.

The school actively engages with agencies and partnerships as a means of developing and implementing the plan.

Documents and Policies

This Accessibility Plan should be read in conjunction with the following policies and documents:

Equality Objectives and Statement

Health & Safety Policy

SEND Policy and SEND Information Report

Behaviour Policy

School Improvement Plan

Governors Strategic Plan

Roles and Responsibilities

The named person in our school who is responsible for this plan is the Head Teacher. The Inclusion Lead, in conjunction with the Head Teacher, will ensure that the plan is implemented and that it is fair and equal to all. It is the responsibility of all staff to monitor the success of this plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access. Our Accessibility Plan and any updates will be shared with the Governing Body by the Head Teacher.

Monitoring and Review

The Inclusion Lead will report on the Plan to the Head Teacher as appropriate. The Head Teacher will report to the Committees of the Governing Body on any relevant aspects of the working of the Plan as appropriate.

The Plan must be reviewed every three years and approved by the Governing Body.

The review process has been delegated to the Finance and Premises Committee of the Governing Body.

Priority One; **To increase the extent to which disabled pupils can participate in the school's curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and educational visits.**				
Target	Actions to be taken	Timescale:	Responsibility	Outcomes
Ensure all necessary provision is in place for pupils with additional needs including medical needs.	• Annual Review of all EHCPs • Annual Review of all medical information • Liaison with pre-school providers during Summer Term for new Reception intake.	Annual Annual Annual	Inclusion Lead EYFS Middle Leader Headteacher	• All information updated and shared with relevant staff. • Any equipment, adaptations and provision required are planned for and implemented.
To increase staff subject knowledge covering a broad range of topics relating to disability.	• Audit staff knowledge/training • Provide CPD opportunities in line with audit/appraisal • Provide regular briefing updates with a SEND focus. • Provide in-house workshops to develop knowledge and pedagogy	Annual Annual Ongoing Ongoing	Inclusion Lead Leadership Team Headteacher	• Improved staff confidence, understanding and skill set. • Effective scaffolding and strategies for all pupils. • Increased pupil participation and accelerated progress.
Ensure educational visits are accessible for all children.	• Pre-site visits to be carried out by staff where appropriate • Risk assessments outline specific adjustments and supports for individuals. They are shared with all relevant stakeholders	Ongoing Ongoing	All staff Headteacher	• Effective liaison with all stakeholders. • All children to attend every educational visit planned.
Ensure PE Curriculum is accessible and effective for all.	• Audit PE resources and evaluate how they link to curricular aims to ensure accessibility. • Conduct learning review with pupils to understand barriers, supports and what improvements can be made. • All staff who teach PE have an understanding of the needs of the pupils they teach.	Annual Termly Ongoing	PE Subject Lead Learning Ministry and Lead Teacher	• All children to take an active part in PE, developing their skills, knowledge and fitness. • Children talk of their enjoyment of PE and changes that have been made as a result of their feedback.
Ensure the curriculum is accessible and inspiring for all.	• All teachers understand the individual needs of pupils within their class or class they are teaching. • Conduct learning review with pupils to understand barriers, supports and what improvements can be made. • Develop use of ICT to further support access to curriculum. • Ensure teachers use effective scaffolds and supports to assist in accessing the curriculum.	Ongoing Ongoing Annual Ongoing	Inclusion Lead Lead Teacher Middle Leaders Leadership Team	• Teachers use their knowledge of pupils to plan and scaffold lessons which ensure pupils • High quality resources are used to enhance quality first teaching.
Ensure identified pupils have their needs met when accessing assessment materials, including statutory assessments.	• Access arrangements to be reviewed in line with My Plans. To include use of additional time, equipment, supervised rest breaks, environment suitability.Teachers to use a range of assessment strategies to ensure pupils can access materials with ease.	Annual	Inclusion Lead	• Barriers to success will be identified

Priority Two; **To improve access to the physical environment of the school (including physical aids to access education)**				
Target	Actions to be taken	Timescale:	Responsibility	Outcomes
All pupils can access all areas of the School.	• Audit of accessibility of school grounds	3x per year	F and P Comm Headteacher	• Pupils have access to all areas of the school.
Effectively support pupil's physical needs.	• Annual Review of all PEEPs • Ensure relevant staff training is in place to support pupils with their personal care. Intimate Care plans are developed and updated with medical staff and parents. • Ensure the hygiene suite facilities are accessible and pleasant to use. • Considered layout of the classroom environment to ensure accessibility for all.	Annually Updated termly. Ongoing	Inclusion Lead Leadership Team Headteacher	• All Key Staff are identified and knowledgeable regarding Pupil Emergency Evacuation Plans. All PEEPS updated and accessible Manual Handling training completed for supporting pupils with physical needs.
Ensure classrooms have any necessary resources for visually impaired children.	• Consultation with visual impairment team • Specified resources to be provided in classrooms.	Ongoing	Inclusion Lead	• Visually impaired pupils effectively access learning within the classroom.
To ensure classrooms have any necessary resources for hearing impaired children.	• Consultation with hearing impairment team • Relevant resources to be provided in specific classrooms such as visual support, modelling, scaffolding etc • Liaise with parents to ensure that hearing aids are worn and working.	Ongoing	Inclusion Lead	• Hearing impaired pupils effectively access the learning within the classroom.
Improve signage and external access for visually impaired children.	• Ensure all entrances and exits have clear signage.	Ongoing	F and P Comm Headteacher	• All entrances and exits have clear signage.
Effectively support pupil's emotional and mental health needs. Effectively support pupil's communication needs.	• Monitor impact of Vision Curriculum with emphasis of emotional health and wellbeing. • Focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural needs. • Conduct Sensory Environment audits to ensure classrooms and learning spaces are appropriate for children with sensory processing needs. •	Ongoing Ongoing Spring/Summer 2026 2026	PSHE Lead Inclusion Lead Leadership Team Headteacher	• The vision curriculum focuses on emotional health and wellbeing priorities. • The classroom is accessible for all pupils and meets their individual needs. • Sensory Environment Audits show that classrooms have adaptations and resources needed for all children to thrive.
Priority Three; **To ensure information, advice and guidance is accessible to all.**				

Target	Actions to be taken	Timescale:	Responsibility	Outcomes
Ensure that website provides information which is family friendly and easy to navigate.	• Review website content • Update website platform to ensure content is easily navigable.	January 2027	Headteacher	• The School website provides information which is family friendly and easy to navigate
Develop bespoke communication channels and review processes that enable two-way information sharing with families, where Communication Policy expectations cannot be applied.	• On entry to school, discuss Communication Policy with families and identify any potential barriers. Develop a supportive system for staff and parents which enables effective communication.	On entry and ongoing	EYFS middle leader Inclusion Lead	• Families receive communication in a way which is supportive of their individual circumstances. Families are informed and feel involved in the life of the school.
Wherever possible, ensure that information can be made available in a variety of formats including; Large print Audio Digitally accessible.	• When developing information, advice or guidance which is designed to be shared, ensure alternative formats are available. • All pupils to have full access to information available. Adaptations are made to ensure that pupils can readily access information in a way which meets their individual needs.	Ongoing	Headteacher School Business Support Team	• Information is available in a range of formats when needed.
Provide families with information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	• Families have access to Local support, guidance and advice which is routinely shared through school communications.	Ongoing	Headteacher School Business Support Team	• Families can access information on the local offer.
Provide regular SEND updates and newsletters providing information on the school's work as well as signposting to other organisations.	• Regular updates and newsletters are provided to	Ongoing	Inclusion Lead	• Stakeholders feel informed and involved in the school' work. They receive timely and supportive information as part of signposting.