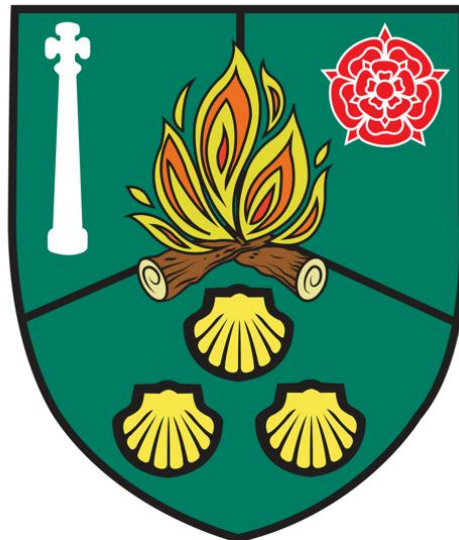


Leyland St James' CE Primary School

# Accessibility Plan

## 2023-2026



<b>Policy Title:</b>	<b>Accessibility Plan</b>
Date adopted:	1.09.23
Date of next review:	31.07.26
SLT Lead:	James Atherton
Committee:	Alan Hammersley, Debbie Peacock, Lorraine Finley
Statutory requirement:	Yes

This plan outlines how Leyland St James CE Primary 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 body 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. Purpose/Aims**

- 2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.
- 2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.
- 2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.
- 2.4 To identifying barriers to participation and find practical solutions to overcoming these.
- 2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- 2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- 2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

### **3. Definitions**

#### **3.1 Definition of Disability (Equality Act 2010)**

“A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.”

#### **3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

### **4. The Accessibility Plan**

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

#### **a) Increase the extent to which disabled students can participate in the school's curriculum**

4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
- c) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.
- d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.

- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).
- g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
- k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- l) A structured and dedicated transition programme for vulnerable students
- m) Specialist advice and guidance to support transition.
- n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
- o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

### **Further development**

4.5 The School Development Plan sets out additional development priorities in this area. These include:

- a) Create an inspiring curriculum model which meets the needs of all students.
- b) Broaden choices to construct personalised pathways.
- c) Develop high quality curriculum for lower ability students.
- d) Develop more complex curriculum model.
- e) Conduct annual curriculum reviews.
- f) Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.
- g) Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school.

### **b) The school environment already incorporates many features to ensure accessibility to students with disabilities**

4.6 These include:

- a) A specialist SEND area, with small, quiet and calm learning spaces
- b) Any disabled toilets
- c) Features that improve acoustics
- d) Customised furniture and/or equipment
- e) Specialist resources, including digital technologies
- f) Guiding in emergency evacuation

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that

individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

#### **Further development**

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new build.

#### **c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled**

4.10 Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops and other digital technologies.
- c) Coloured overlays for text.
- d) Tactile resources.
- e) Readers and/or scribes in exams, where appropriate.

#### **Further development**

4.12 The following opportunities to improve further will be explored:

- a) Opportunities provided by digital technologies.
- b) Regular clear and relevant information to parents in home language if required.

### **5. Responsibilities**

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

### **6. Review**

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

**It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.**

**The priorities for the Accessibility Plan for our school were identified by:**

- Headteacher
- SEND Coordinator
- School Business Manager
- The Governing Body

## Leyland St James CE Primary School

### ACCESSIBILITY PLAN

#### Action Plan A – Improving Physical Access

Ref.	Question	Recommendation	Timescale	Priority	Cost	Date Completed	Responsibility
1	Corridors	Keep corridors clear from obstructions. Ensure intervention tables are located to leave sufficient access for wheelchair uses.	immediate	High	None	Ongoing	All staff
2	Disabled Parking	1 x space to be provided and markings to be painted when necessary.	Ongoing	High	None	Completed 1.9.25	HT/AHTs
3	Wheelchair access to the school buildings	Enable wheelchair users to access school independently.  Remind parents/ carers to ensure that disabled bays are not blocked at any time.	Ongoing	High	Funding (maintenance)	Ongoing – maintenance through the year.	HT/AHT
4	Disabled toilet	In place in the main entrance of the school. Redecoration as and when necessary	Ongoing	Low	None	Completed - ongoing maintenance through the year	HT/Site Supervisor
5	Changing and shower facilities	In place in the main entrance of the school. Redecoration as and when necessary.	Ongoing	Low	None	Completed – ongoing maintenance through the year	

## Action Plan B – Improving Curriculum Access

Ref.	Question	Recommendation	Timescale	Priority	Cost	Date Completed	Responsibility
1	Sensory Room development	Further develop a safe space for vulnerable children to access counselling, play therapy, breakfast club	January 2026	Medium	£500	Completed – maintenance and redecorating ongoing	HT/Pastoral Lead
2	Adaptations in teaching	Staff training in supporting pupils with SEND. Focus on key areas within the school e.g. support for ASD.	Ongoing	High	Staff meeting time and CPD	Ongoing – see Quality Assurance grid.	SLT
3	CPD for SEND interventions	Staff CPD of implementation and review of APDR and PIVATs,	Ongoing	High	Staff meeting time and CPD	Ongoing – see Quality Assurance grid.	All staff
4	Interventions	SENCO/ HT to audit current interventions and their success/ impact on progress. Assess Plan Do Review (APDR) implemented and followed in all year groups.	Ongoing	High	Staff meeting time and CPD  Recommendations from Educational Psychologists.	Ongoing – see Quality Assurance grid.	All staff
5	Classroom Organisation	Classrooms organised promoting the participation and independence of all pupils.	Ongoing	High	Adviser costs and SLT reviews	Ongoing – see QA grid	SLT/HT/All staff
6	Speech and Language Therapy	SENCO to continue to book external S and L through LA for pupils who require specialist input if needed.	Ongoing	High	£800	Ongoing	SENDSCO



### Action Plan C – Improving the Delivery of Written Information

Ref.	Question	Recommendation	Timescale	Priority	Cost	Date Completed	Responsibility
1	Access to written information	Availability of written material in alternative formats and languages when requested.	January 2026	Low	None	Completed – maintenance and redecorating ongoing	HT/Pastoral Lead
2	Communication with parents through Seesaw	Ensure contact details for parents are updated. Links to the schools' reception intake have full access to updates of key learning and good communications with parents during working hours.	Ongoing	Medium		Ongoing – see Quality Assurance grid.	All staff
3	Parents' access to school website documents.	Review the access of the website, decluttering information space, prioritising key information for ease of access to parents.  Use of Facebook page to promote the website and new documents and events.	Ongoing	Medium	None	Ongoing throughout the year	HT