



# St Leonard's CE Primary Academy

Living and Learning Together with God's Help

## Accessibility Policy

September 2023 – 2026

Updated January 2026

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This policy should be read in line with our schools' vision statement, '**Living and Learning Together with God's Help**', as it encompasses everything that we do. It stems from the Christian belief that all children are to believe in themselves, *being a unique human being, made by God and Loved by him*, and so develop a love of lifelong learning and a sense of community, as we grow together as part of God's family; being with God and having his help as we live and learn together in all that we are and seek to be.

The plan will be made available online on the school website, and paper copies are available upon request.

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 included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Continue to develop approaches to the curriculum to enable increased access for pupils with disabilities.</p> <p>Continue to consider pupils, and prospective pupils, assessed needs and consider any reasonable adjustment which, may be necessary to enable them to participate.</p> <p>To audit the school's curriculum resources to ensure they include examples</p>	<p>CPD to support development of enabling access to the curriculum.</p> <p>Review individual's needs.</p> <p>Audit of resources</p>	<p>CJ</p>	<p>October 2021</p>	<p>Pupils will use tailored resources to access the curriculum at an appropriate level of challenge.</p> <p>Reasonable adjustments will be made in line with pupils needs, to ensure they can fully access the curriculum.</p> <p>School will have a clear plan regarding the resources that need to be purchased to enhance the</p>

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>of people with disabilities.</p> <p>To carry out a survey to gather the different stakeholders voice on the accessibility of our curriculum.</p>				<p>accessibility to the curriculum.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilets and changing facilities</li> <li>• Change to surfaces</li> </ul>	<p>To ensure that our school is accessible to all pupils. (see appendix 1)</p> <p>To establish a disabled parking bay</p> <p>To continue to assess and develop ways in</p>	<p>To carry out a survey to gather the relevant stakeholders voice on the accessibility of our environment.</p> <p>To explore resources needed for a disabled parking bay.</p>	CJ	October 2024	<p>Survey used to inform the accessibility plan.</p> <p>Disabled parking bay available.</p> <p>The school will be accessible in all areas for pupils</p>

		<i>which the environment can be adapted to support pupils with a visual impairment.</i>	To carry out an audit to establish the adaptations needed within the environment.			with a visual impairment.
Improve the delivery of information to pupils with a disability	Our school uses different methods to communicate information to ensure it is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Pictorial or symbolic representations</li> </ul>	To carry out a survey to gather the different stakeholders voice on the delivery of information to pupils with a disability.	To develop our resources to include Braille To develop our resources to include large print resources	CJ	October 2024	Braille resources are available.  Large print resources are available.
Summary	SEND in a Nutshell document identifies the provision for each subject to support any children that need it. Prompt identification of pupil needs are consistently met in quality first teaching and provision. Pupil Trackers identify the need and the adaptation and monitor the impact Surveys provided by other agencies have been actioned by Site team					

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Board

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

Written by: Headteacher  
Owner: Headteacher  
Status: Approved  
Approval date: November 2023

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