



St Leonard's C of E (A) Primary School

Accessibility Plan

Date last reviewed:	March 2026	
Signed by:	Headteacher	Date:
	SEND Link governor	Date:

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Statement of intent

This plan outlines how St Leonard's C of E (A) 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 board 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. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equal Opportunities Policy
- EYFS Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Relationships and Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Medicines Policy
- Health and Safety Policy
- GDPR Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan
- Approving this plan before it is implemented
- Monitoring this plan

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate

Staff members will be responsible for:

- Acting in accordance with this plan at all times
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice
- Ensuring that their actions do not discriminate against any pupil as a result of their disability

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Outcomes for groups of children and young people	Accessibi lity Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with communication and interaction needs	I	For strategic lead and lead practitioner to review and update their own training with the Autism Inclusion Team (AIT)	SENDCo		Staff evaluations.	Annually
	I	Meetings with AIT, including Class Teacher, child, SENDCo and/or parents to support individuals, as and when needed	SENDCo	CAT	Evidence of strategies put in to the classrooms by staff.	Termly
	C	Review, annually, traded services, to ensure that it meets the level of need within the school.	SENDCo + SLT Class teachers and TAs as appropriate	Access to Speech and language records kept by SENDCo	One Page Profile targets	
	I	Review, annually, traded services, to ensure that it meets the level of need within the school.	SENDCo + SLT Class teachers and TAs as appropriate	Access to Speech and language records kept by SENDCo	Termly review meetings/ notes	Annually (April)
	I	Update training for all staff in Autism level 1 as required.	SENDCo	Inset time Autism Awareness (Whole staff training) March 2024	Audit of need to ensure appropriate hours of support from external agencies.	Ongoing
	C/E	Support and advice for all staff	SENDCo	Inset time Autism Awareness (Whole staff training) March 2024	Visual timetables displayed in all classrooms	Ongoing
	C/E	Complete IEPs to record individual support/ adaptations	Class Teachers	IEPs	Parent meetings	Ongoing
	C/E	Implement good practice when supporting children with ASC	Class Teachers SENDCo	Visual timetables/ individual timetable Calm boxes/ bags Social stories Calm area Social skills groups Ear defenders Concentration tools Sensory circuits Movement breaks	IEPs Intervention records One Page profile	Ongoing

	I	Support parents with referrals and requests for assessments	SENDCo	Completing - referral paperwork - Questionnaires (e.g. NHS, Healios)	Completed referrals and diagnosis given AIT support- advice and recommendations for strategies	Ongoing
		Risk assessments for visits out of school to reflect the needs of individuals with communication and interaction difficulties, so that they are inclusive for all.	Class Teachers Visit leader	Pre-visit Risk Assessment	Risk Assessment for each visit	
To improve access, progress and participation for children with sensory and physical needs	I	Seek advice from OT	SENDCo	OT	Implementation of relevant support, adaptations and resources Actions relating to reports and recommendations from specialists. Adaptations to classrooms and workspaces for children with specific needs.	On going
	I	Utilise specialists, for children with specific disabilities or learning difficulties, to audit environments and provide staff training and children workshops.	SENDCo			
	E	Adapt classrooms as appropriate to ensure the environment and learning is accessible for all pupils.	SLT, Site Manager, External advisors	As required.		
	E	Install handrails in toilets as the need arises.	SLT Site Manager	Purchase handrails		
	E	Complete IEPs to record individual support/ adaptations	Class Teachers	IEPs	Accessible Sports Day for all	
	E	Adaptation of Sports Day to be inclusive of all children	Phase Leaders	Class Teachers		
	C/E	Effective use of resources for individual children to promote learning	Class Teachers	Pencil grips Writing slopes Ergo pencils Ridged rulers Bands		
	C/E	Maintain walkways and paths around school	Health and Safety Committee	Site maintenance	Accessible pathways	

To improve access, progress and participation for children with cognition and learning needs	C	Monitor progress of children (Sonar) Ensure One Page Profiles are up to date	SENDCo Class teachers SLT	Pupil Progress Tracker Termly Pupil Progress meetings with SLT Termly SEND reviews	Juniper reports Completed paperwork showing implementation of support and measuring impact	Ongoing
	C/E	Complete IEPs to record individual support/ adaptations	Class Teachers	IEPs	IEPs updated with new targets Records of interventions/impact Provision mapping	Ongoing
	C	Refer to One Page Profile within lessons to meet targets set, including intervention activities	Class Teachers/ TAs	One Page Profile		Ongoing
	I/C	Implement good practice when supporting children with specific learning difficulties	SENDCo Class teachers	Use of coloured backgrounds on whiteboards, with dyslexia friendly fonts. Coloured overlays/ sheets/ books Interventions for spelling and reading fluency e.g. EPATT Opportunities for pre learning/pre tutoring. Access to technology	Evidence of improvements in children's attainment when reviewed Typed work in books showing greater quality and quantity than hand written work.	Ongoing
	I/C	Provide support/training for staff on the effective use of ICT resources for supporting children with SEND – Clicker	SENDCo	Support from SENDCo/ IT Word Banks created by Class Teachers	Meeting notes/ assessment results/ recommendations	As required
	I/C	Use of EPATT, spelling and reading program, at school and at home.	SENDCo			
	E/I/C	Meetings with EP for specific advice and guidance about individuals, including assessments where appropriate	SENDCo	EP		
To improve access, progress and participation for children with social, emotional, mental health needs	I/C	Monitor and review the impact and effectiveness of support provided both internally and externally	SENDCo SLT	External agencies, as and when required/contacted Regular reviews of nurture with SLT Children audits	SLT Agenda and minutes Record of referrals Observation Reports/ recommendations IEPs	Ongoing- weekly

		Whole School adoption of the Emotion Coaching model	SENDCo	INSET refreshers		Ongoing
		Advice and support from EPS, including observations of individuals	SENDCo	Educational Psychologist		Ongoing
		Small group/individual support	SENDCo	Friendship groups (lunchtime) Nurture Learning Breaks/ Check ins Drop ins		Weekly
		Mental Health and Well-being Awareness-staff training- ACEs/ Attachment Training (whole staff)	SLT	INSET Training		Daily
						Summer 2026

4. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is March 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.