

# Leaffield C.E. Primary School



## Accessibility Statement

Committee responsible:	Leaffield School Local Governing Board
Approved By:	Leaffield School Local Governing Board
Date approved:	July 2024
Review Date:	July 2027

# Vision Statement

Schedule 10 of The Equality Act 2010 requires all schools to have an Accessibility Plan.

The purpose of Leaffield CE Primary School's Accessibility Plan is to meet the requirements of the Equality Act and to support:

Increasing the extent to which pupils with a disability can participate in the curriculum;

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;

Improving the availability of accessible information to pupils with a disability.

Leaffield CE Primary school recognises that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

Leaffield CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within our school. Training and guidance will be provided to all members of staff to ensure that they can participate in delivering the plan.

This plan will be monitored regularly by the Local Governing Body and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our school.

It will be shared with all employees, and in the wider school, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the school community and not just the Local Governing Body and Headteacher.

<b>Aim</b>	<b>Actions to be taken</b>	<b>Responsibility</b>	<b>Resources required</b>	<b>Success criteria</b>
To review the physical accessibility of the school	To review the accessibility audit annually taking account of physical and sensory needs.	Headteacher	Audit and risk assessment tools	The school environment meets the needs of the children
To ensure a suitable environment for the children	The classroom environment is tidy and clearly labelled. Displays are relevant, up to date and uncluttered. The school day is clearly structured, and expectations are consistent.	Class teacher, School Business/Health and Safety Manager	Audit and risk assessment tools	The class environment ensures that children are able to focus on their learning and understand the expectations of the class.
To ensure that all with a disability are able to be involved	Include access plans for individual disabled children as part of their pupil profiles. School seek the advice of outside agency professionals as appropriate e.g. the SENSS physical disabilities team School acquire any equipment that may be necessary to meet specific individual needs and reduced barriers to access e.g. wheelchairs and/or stools	SENCo/class teacher	Additional resources as required and advised by outside agency professionals	Children with a disability can access all school activities.
To ensure that the medical needs of all children are met and enable them to fully access the	To collect the views of parents and children on their experience of school. Develop an action plan in relation to this if required. The school	Headteacher/SENCo	Policy	Children with medical needs can access all activities.

curriculum within the capability of the school	follow the ODST Policy around medical needs.			
To ensure that disabled parents are able to be involved	Make suitable adaptations to enable parents to attend school.	Headteacher	Parent voice	Parents with a disability can access all activities and events open to parents.
To continue ongoing training in for staff on SEN and the Code of Practice	SENCo to deliver training and regularly update staff. SENCo to monitor the attainment and progress and experience of children with SEN and to ensure that pupil profiles accurately reflect the needs of the children. The school holds a whole school CPD plan to evidence a wide range of training	SENCo	CPD Plan, training resources and facilities	Staff are fully aware of the SEN code of practice. Staff can meet the needs of all children within their class.
To ensure that staff are fully trained on adaptive teaching	SENCo to work with the class teachers to ensure that barriers to learning have been removed. The school seeks advice from outside agency specialist advisers where necessary e.g. Speech and Language, Communication and Interaction Team.	Headteacher/SENCo	SENCo and SLT monitoring and evaluation plan and resources.	All children can make progress from tier starting point.
To ensure staff are fully trained for children arriving to school with additional needs	SENCo and class teachers to attend meetings with new starters to identify needs and make appropriate adaptations. School to continue to build relationships with feeder	Headteacher/SENCo	Transition plans, multi-agency meetings, shared resources and information	Children with additional needs transition into the school well.

	schools.			
To continue to develop close links with external agencies in order to support children and families with additional needs.	SENCo to attend multi agency meetings and proactively build links with external partners, and those within ODST.	SENCo	Case load reviews, referrals and school visits, professional meetings, reports and resources.	The school has positive links and a good working relationship with external agencies.
To review the attainment of all pupils with SEND and identify any unmet needs that may be a barrier to learning	SENCo to contribute to pupil progress meetings as necessary. SENCo to communicate regularly with parents to create a positive and informed relationship.	Class teacher/headteacher/SENCo	Early identification assessment procedures, monitoring and review proformas and meetings	Barriers to learning are removed and children are enabled to make progress in their learning.
To monitor the wider curriculum to ensure they are accessible for all pupils.	Head/SENCo to monitor access to extra-curricular activities for children with additional needs.	Headteacher/SENCo	Curriculum planning and resources, monitoring and review cycle, pupil and parent voice.	All activities are accessible to all pupils.
To review communications to parents in order to ensure access to information for all	To review parent needs of new starters and existing parents if necessary to ensure that they can access all communications.	Headteacher	Parent/Carer emails, surveys and questionnaires.	All parents have access to and can understand communications regarding the school and the progress of their children.
To ensure that there is clear access to support services and the local SEN offer on the school website	Review the school website to ensure that support is clear signposted.	Governors/Headteacher	Website and SEN Policy and Information Report	The website clearly signposts parents to support.

<p>To ensure that pupils with ASD have access to the curriculum</p>	<p>SENCo to ensure staff training on multi-sensory teaching strategies. SENCo to ensure that support from C&amp;I, EP and SALT is accessed where required.</p>	<p>Headteacher/SENCo/Class teacher</p>	<p>Professional meetings, reports and resources, CPD offers.</p>	<p>Children with ASD are enabled to thrive within the school environment.</p>
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## LEAFIELD CE PRIMARY SCHOOL ACCESSIBILITY PLAN

Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances	The entrance hall is wide and easily accessed from the front playground. However, it can be easy for children to leave the premises from the front door and visitors are able to enter the school directly if they are visiting.	School to request funding for a secure double entrance on the front of the school.	Governors/ODST	July 2025
Reception Area	The reception area can become crowded as it is only corridor width.	School to request a secure double entrance on the front of the school.	Governors/ODST	July 2025
Parking area	There is no parking inside the school grounds. Parking is on the road.			
Number of floors	The school is located on the ground floor only			
Ramps	There are no ramps in school.	If an area is inaccessible, school moves the activity. On going review.	Headteacher/class teacher	Ongoing
Toilets	Toilets are accessible to all children. There is an accessible toilet that can fit a wheelchair if needed.	If needed for a smaller child, this would be risk assessed and reviewed to enable access.	headteacher	Ongoing
Corridor access	The corridor is wide enough for a wheelchair. All rooms can be accessed.			

Signage	Signage to the school clearly indicates the entrance and also exits in the event of a fire.			
Emergency access routes	Emergency access routes are accessible.			
Pathways	Pathways are accessible to a wheelchair.			
Playing fields/ playground	The playground is accessible although the walls are not high enough to prevent children escaping.	School has planning permission for a higher wall for the main entrance playground. Funding will be requested in the next application for capital projects. School to request that other walls are surveyed to see if an additional barrier can be erected to increase the height of the external walls.	ODST/Governors	July 25
Classrooms	Classrooms are accessible although breakout spaces for children are limited.	School to consider how spaces can be developed for children with sensory needs. Planning permission has been obtained for an additional cabin at the front of the school. School to request funding for this from ODST.	Headteacher/Governors/ODST	July 25