



St Leonard's

C of E Primary School

Accessibility policy

This policy was written in:	September 2025
To be reviewed:	September 2028
By:	Kay Proctor, Avril McGill & Joanne Waring

'A new commandment I give you: love one another. As I have loved you, so you must love one another.'

John 13:34

With God's help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God's wondrous, diverse world.
- We will be inspirational by following Jesus' example, making a positive difference in the lives of others through love.

Introduction

The Disability Discrimination Act 199 was extended to include education by the SEN and Disability Act 2001 (SENDA.) The board of Governors of St. Leonard's Church of England Primary School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the General Purposes Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

'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'-
the DDA definition of disability.

St. Leonard's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub group within the community, be it because of gender, religion, race, colour or disability. Meeting these requirements is consistent with the school's SEND policy as well as Equality Policy, and the Equality Act 2010 where reasonable adjustments are made where required and suitable.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who request it.

This plan will be shared with the Senior Leadership Team and will inform relevant aspects of the school's development plan.

This plan will be made available to OFSTED and ISI inspectors upon request.

Supporting Policies:

Equal opportunities
SEND
Curriculum Policy
Anti-Bullying
Medical Policy
Educational Visits

Previous Adaptations made to the School Building

- A disabled toilet is situated on the Junior corridor.
- Access from the Reception outdoor area is ramped and graded to the path.
- Staff within the school have been trained so that children with medical needs could gain access to education e.g. diabetes, epilepsy.
- KS1 and KS2 classroom doors have been made wide enough to allow for wheelchair access.

Objective	Strategy	Outcome	Timescale	Achievement Evaluation
Developing access to the physical environment of the school				

Any future plans for further development of the building take DDA issues in to account.	Work with LA and architects when planning modernisations	Where it can be reasonably achieved, the school building continues to be accessible for all.	On going	On going
Wheelchair access to school building from the staff car park	To provide ramp access from staff car park to pathway	A ramp ensuring safe access into school building	Ongoing subject to funding	On going

We are committed to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents/carers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. At St Leonard's C of E Primary School, we teach the full range of National Curriculum subjects. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. At St. Leonard's, we offer equal opportunities to every child in every aspect of school life. Awareness is raised within each policy document.

Previous changes to the Curriculum

- Teaching Assistants are deployed effectively to support pupil participation in all lessons.
- All out of school activities are inclusive for every child
- To further meet the needs of SEND pupils, children when possible work in smaller group sizes with a Teacher or Teaching Assistant.
- Children who have been identified as benefitting from additional curriculum support will receive intervention.
- Staff training needs regarding SEND are identified in the appraisal process and CPD is provided when appropriate to meet individual staff needs.

Objective	Strategy	Outcome	Timescale	Achievement Evaluation
Developing access to the curriculum				
To develop the use of ICT within the curriculum for all pupils working in smaller groups	To provide those pupils who find the physical task of writing difficult and a barrier to their learning, with a 1:1 device.	All pupils have access to devices that enable progress in all areas of the curriculum.	Ongoing subject to funding	On going
To ensure that children with learning difficulties, SEND, hearing and sight impairments have suitable provision to	Ensure children with hearing aids and spectacles are seated at the front of the class.	Ongoing Well trained staff delivering	Ongoing subject to	On going

allow access to the national curriculum	The identification of additional need. Ensuring all staff are adequately informed and equipped to meet these needs. Any additional SEN provision required will be implemented as and when needed.	intervention groups daily to the identified children. Children's progress is monitored termly. Intervention modified following progress report. Ongoing	SEND funding /need Ongoing	
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Access to Written information

At St. Leonard's we aim to provide availability to written information in a range of ways. Examples include:

- Paper copy of the Newsletter or any letters are available where requested.
- Annual paper copy of the school's calendar of events if provided in September which provides information about upcoming events and dates.
- ParentPay is used so that parents receive any correspondence from school via email/text messages.
- All copies of letters are provided electronically and are on the school website.

Objective	Strategy	Outcome	Timescale	Achievement Evaluation
Developing access to written information				
Review documentation with a view to ensuring accessibility for pupils with visual impairment when required	Get advice from Specialist Teachers on alternative formats and use of ICT software to produce customized materials.	All school information available for all	To be considered when need arises	On going

To provide written materials in alternative formats (Braille and foreign languages)	To liaise with LA services to provide written information in an adapted and accessible format	All school information available for all	Ongoing as need arises	On going
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