



**Leedstown**  
Community  
Primary School



# Accessibility Plan

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| Version Number                    | Version 1    |
| Date Adopted by Governors         | October 2025 |
| Scheduled Review Date             | Autumn 2028  |
| Statutory or Best Practice Policy | Statutory    |
| School or Trust Policy            | School       |

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01637 303106 or email [info@kernowlearning.co.uk](mailto:info@kernowlearning.co.uk).

## 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.

We are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and maintaining a culture of awareness, tolerance and inclusion.

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.

This Accessibility Plan has been drawn up in consultation with all relevant stakeholders including the Local Authority, pupils, parents, staff and Governors of the School. The school supports any available partnerships to develop and implement the plan.

## 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.

This policy complies with our funding agreement and articles of association.

### 3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim                                                            | Current Good Practice<br><i>Include established practice and practice under development</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Objectives<br><i>State short, medium and long-term objectives</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Actions to be Taken                                                                                                                                                                                                                                                                        | Person Responsible | Due to complete actions by | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Increase access to the curriculum for pupils with a disability | All the teachers in Leedstown Community Primary School are teachers of children with Special Educational Needs & Disabilities. As such, Leedstown Community Primary School adopts a 'whole school approach' to special educational needs & disabilities, which involves all the staff adhering to a model of good practice. The National Curriculum will be delivered to all pupils, with appropriate differentiation in place. Where pupils have special educational needs & disabilities a graduated response will be adopted. The curriculum will be appropriately differentiated to meet the needs of all pupils with disabilities with additional and different provision applied as appropriate. | Continuing CPD for teachers on differentiating all aspects of the curriculum including planning for all trips/outings.<br><br>Ensuring challenges in and communication and comprehension are minimised through proactive teaching and intervention. Ensuring challenges in these areas does not inhibit access to the curriculum or inclusion in any school activity.<br><br>Assess appropriateness of technology for pupils with limited verbal/written skills Identification of 'talk to text' technology for those | On-going audit of teachers training needs in their understanding of a range of SEND and particular needs in each class<br><br>Referral to external agencies for staff training where appropriate.<br><br>Support from the Inclusion team to ensure all children can access the curriculum. | SLT<br>SENCO       | Dec 2025                   | All pupils achieve their potential and are fully included in school life. Pupils who have challenges in communication and interaction and cognition and learning are still able to demonstrate their knowledge and understanding at their learning level in all areas of the curriculum.<br><br>All teachers' practice in delivering a differentiated curriculum to meet the needs of all the pupils. This is always judged as at least |

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|                                                         | <i>The curriculum is reviewed on a termly basis to ensure it meets the needs of all pupils.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | pupils with difficulties producing written work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |                                 |          | good, if not outstanding.                                                                                                                                                                                                                                                                                                                                                                          |
| Improve and maintain access to the physical environment | <p>The school constantly strives to improve the accessibility of the physical environment that will be adapted to the needs of the current pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps for pupils with mobility issues</li> <li>• Playground aids for pupils with VI</li> <li>• Adaptations to classrooms physical environment for pupils with a range of SEND e.g. blackout blinds, sensory equipment.</li> <li>• Liaising with the OT and Physio Service to ensure pupils with mobility/sensory needs have access to appropriate seating and other aids throughout the school day and at relevant after school clubs</li> <li>• Provision of a quiet space for pupils requiring time out of the classroom</li> <li>• Disabled parking bay</li> </ul> | <p>Assessing appropriateness of disabled toileting and shower facilities</p> <p>Assess need for induction loops though out the School. Checking acoustic qualities of classrooms and all learning spaces.</p> <p>Survey of all doors to ensure accessibility to teaching spaces.</p> <p>Review of visual aids in all areas of the School.</p> <p>Review of car park facilities and numbers of parents requiring a disabled car space &amp; visitors to the school</p> <p>Check provision and equipment of alternative to quiet space i.e. tents/temporary dens etc. for pupils requiring respite space</p> | <p>SENCO to liaise with Estates Manager for physical environment assessment and updating of visual aids in playground</p> <p>SENCO to liaise with Estates Manager to plan with LA auditors to the School for specialist equipment.</p> | SLT<br>SENCO<br>Estates Manager | Dec 2025 | <p>Pupils can be toileted, washed in an accessible room which is maintained at a high standard.</p> <p>All pupils with physical/sensory impairments are able to access all external areas safely.</p> <p>Pupils with hearing impairments are able to access learning in all internal areas of the school.</p> <p>Pupils requiring a respite space are able to do so throughout the school day.</p> |

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| <p>Improve the delivery of information to pupils with a disability</p> | <p>The School uses a comprehensive range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Use of IT and alternative communication methods</li> <li>• Pictorial or symbolic representations</li> <li>• Providing communication in families home languages and providing translators where requested for parent consultations</li> </ul> | <p>Ensuring consistency and updating of signage and visual symbols throughout the school setting.</p> <p>All curriculum resources are available in formats for visually impaired pupils including access to IT programs.</p>                                                                      | <p>Audit of all visual representation and signage throughout the school.</p> <p>Review of all provision for pupils with a hearing impairment and considerable of whether additional equipment is required.</p> <p>Review all current School publications and promote the availability in different formats for those that require it.</p> | <p>SLT<br/>SENCO<br/>IT manager</p>    | <p>Ongoing</p> | <p>The School provides newsletters and other communications eg. Class Dojo in all requested formats, including home languages where requested and translators for parents' consultations</p>                                                                                    |
| <p>Staffroom space and work areas for staff</p> <p>Staff wellbeing</p> | <p>The School prioritises staff wellbeing and welfare by ensuring all staff have free access to the Schools Advisory Service (SAS) which provides a range of health, wellbeing and counseling services.</p> <p>The School provides staff with a comfortable staff room (updated 2019) and ensures a workspace for each year group for PPA.</p>                                                                                                                                                  | <p>Mindfulness of impact of COVID on all members of staff and ensuring all are aware of the full range of services made available by SAS.</p> <p>Emphasis on reducing staff workload and any other additional pressures.</p> <p>Maintaining staff leisure and work spaces to a high standard.</p> | <p>All staff to be made aware of full range of SAS services.</p> <p>All workload and classroom concerns to be dealt with effectively and with sensitivity by SLT.</p> <p>Reorgansiation and redecoration of work spaces and staffroom as required</p>                                                                                     | <p>SLT<br/>DSL<br/>Estates Manager</p> | <p>Ongoing</p> | <p>Staff are using SAS service in greater numbers as they become more aware of the services offered.</p> <p>Staff satisfaction is high though surveys indicating the prioritization of all aspects of staff well-being is effective. Continue to monitor staff wellbeing to</p> |

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|                                                |                                                                                                                                                                     |                                                                                            |                                                                                                                                                              |                   |         | ensure high levels of satisfaction.                                                          |
| Signposting to other services                  | The SENDCo, Head, teachers and Reception staff support families by researching additional sources of support and information as required.                           | To continue to support families in a holistic approach in the community in which they live | To continue to improve our service to families and foster engagement in the wider community                                                                  | SENCO<br>Head     |         | Staff satisfaction is high though surveys                                                    |
| The School website is compliant and up-to-date | The website is fulfilling the statutory role of information sharing. The website is a one stop portal for news, information, policies and procedures for the School | To continue to update the school website.                                                  | To ensure website is compliant at all times. All new and updated policies and procedures to be uploaded to the website. Ensuring uniformity across the Trust | SLT<br>IT manager | Ongoing | The website is reviewed on a regular basis and is consistent with statutory and Trust policy |

## 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 Governing Body and the Headteacher .

## 5. Links with other policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality and diversity
- Health & Safety (including off-site safety)
- SEN Information Report
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Mission Statement
- Creative curriculum

## 6. Accessibility Audit

The Accessibility audit is carried out in conjunction with the annual Health and Safety Audit, including all objectives within this Accessibility Plan.