

Accessibility Plan

Letchmore Infants' and Nursery School 2026-2029



The purpose and direction of the school's plan is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adults users with a disability.

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 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

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.

At Letchmore Infants' and Nursery School we plan to provide the best opportunities for all our pupils. To this end we will work with all our pupils and families to provide appropriate facilities and enable a learning experience which is tailored to the needs of every pupil where practically possible

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, the complaints 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.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises

Accessibility Action Plan

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

| The main priorities in the school's plan | Action Required | Success Criteria | Person Responsible | Timescale | 2029 RAG review |
|---|---|---|--|--|-----------------|
| <p style="text-align: center;">Increasing the extent to which disabled pupils can participate in the school curriculum</p> | Continue to Work closely alongside outside agencies to meet the needs of all vulnerable groups and individuals | Increased confidence in staff to deliver strategies for a fully inclusive curriculum, including new starters | Co-Headteachers Head of Inclusion | Ongoing | |
| | Ensure appropriate CPD for staff to support disabled pupils or pupils with Special Educational Needs when they join the school | All children with SEND make progress | Co-Headteachers Head of Inclusion | Ongoing | |
| | To ensure that all children have the option to access all out of school activities e.g. clubs, trips etc. Risk assessments carried out to identify the needs of individual prior to out of school activities. All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met | All children have the option to access all out of school activities | Co-Headteachers Head of Inclusion Teachers | Ongoing to meet the needs of each individual cohort and any in year admissions | |
| | To provide adapted resources and specialist equipment when needed to enable participation in learning by all pupils and to enable a curriculum which is supportive and meets the needs of all. Lessons are delivered using a multi-sensory approach to meet all needs of learners Individual timetables set when needed | Children will make progress through developing independent learning skills and be able to fully access the curriculum. We provide a personalised curriculum which meets the needs of each child with a disability or additional needs. | Co-Headteachers Head of Inclusion Teachers | Ongoing | |

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|--|---|---|---|---|-----------------|
| <p>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</p> | Ensure that all areas of school building and grounds are accessible for all children and adults. Termly site checks carried out. | Disabled people have full and easy access to the school site and all facilities | Co-Headteachers School Business Manager Caretaker Governors Head of Inclusion | Ongoing | |
| | Ensure all disabled pupils can be safely evacuated and Personal Emergency Evacuation Plan (PEEP) are completed when needed. The Head of Inclusion to co-ordinate the completion of PEEPs and Risk Assessments | All pupils will be safely evacuated | Head of Inclusion Teachers | Ongoing - when needed to be implemented immediately | |
| | Review appropriate spaces for delivery of interventions and targeted teaching (Treetops, Nightingale, Robin, Hub and sensory room) and ensure timetables meet needs | Appropriate areas available for supporting our most vulnerable children. | Co-Headteachers Head of Inclusion Teachers | Ongoing to meet cohort needs | |
| | Disabled parking is available at the school for parents and visitors. Space secured when requested and monitored to ensure they are used correctly. | Parking space available when requested | Co-Headteachers School Business Manager Caretaker | Ongoing | |
| | All risk assessments needed are completed alongside parents, external advisors and the child when appropriate | Individual Risk Assessments ensure individual needs are met | School Business Manager Head of Inclusion | Ongoing | |

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|--|---|--|--|---|-----------------|
| <p>Improving the delivery to disabled pupils and parents of information that is provided in writing for those who are not disabled:</p> | <p>Ensure that the website is compliant with all statutory requirements, including up to date SEND Information Report and links to the local offer. Key messages and dates can be translated via our website Termly checks of the website carried out</p> | <p>Parents are able to access all key information on our website</p> | <p>Co-Headteachers School Business Head of Inclusion</p> | <p>Website checks to take place every half term</p> | |
| | <p>During Parent Presentation/ Information Evenings we will aim to ensure that all parental needs are met through discussion of needs and appropriate adaptations where possible</p> | <p>Parents are able to access all information</p> | <p>Co-Headteachers Class teachers Head of Inclusion</p> | <p>Autumn and Spring term Consultation Evenings and Annual Reports in July of each year</p> | |
| | <p>To hold parent open-afternoons, (termly) where parents are given further insights into their child's learning</p> | <p>Parents aware of children's progress and attainment Parents feel fully involved in their child's education and learning experiences</p> | <p>Co-Headteachers Teachers</p> | <p>Termly opportunities</p> | |
| | <p>Accessibility plan and equality policies to be on the school's annual review cycle for Governor's meetings</p> | <p>Plans are regularly reviewed and updated</p> | <p>Co-Headteachers School Business Governors</p> | <p>Annual review to take place</p> | |
| | <p>Review and adapt learning styles and differentiate accordingly using a multisensory approach</p> | <p>Learning needs are met for all pupils and individual learning styles taken into account when planning</p> | <p>Co-Headteachers Teachers Head of Inclusion</p> | <p>Ongoing</p> | |

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the co-headteachers.

It will be approved by the governing board.

Links with other policies

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

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