Leigh Primary School

The Green, Leigh, Tonbridge, Kent TN11 8QP
Telephone/Fax: 01732 832660

'Caring, Sharing and Learning Together'

Accessibility Plan

File name: Accessibility Plan	**Associated Docs:** SEND Suite	**Statutory** Yes	**Review Period :** TriAnnual
Policy Owner: Pupil and Curriculum	**Last Revised :** 01/05/2026	**Next Revision Due:** 01/05/2029	**Page 1 of 6**

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this 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

At Leigh Primary School, we are committed to providing an inclusive environment where all pupils are valued and supported to achieve their full potential. We actively promote equality of opportunity and seek to eliminate discrimination in all aspects of school life.

We will make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to their peers. Admission to the school is in line with statutory requirements, and no child will be treated less favourably because of a disability. Where a pupil has additional needs, the school will work in partnership with parents, carers and external agencies to ensure appropriate provision is in place.

We are committed to:

- Ensuring all pupils can participate fully in school life
- Providing appropriate support and reasonable adjustments
- Training staff to understand and meet diverse needs
- Working collaboratively with families and professionals

This plan will be published on the school website and made available in alternative formats upon request. It should be read alongside related policies including SEND, Equality, Medical and Inclusion policies.

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.

2. Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance on accessibility plans.

A person is defined as disabled under the Equality Act 2010 if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school recognises its duty to:

- Make reasonable adjustments
- Avoid substantial disadvantage
- Plan strategically to improve accessibility over time

This includes:

- Auxiliary aids (e.g. specialist equipment)
- Adaptations to the curriculum
- Adjustments to the physical environment

- SEND Policy and SEN Information Report
- Medical and Personal Care Policies
- First Aid Policy

Area 1: Access to the Curriculum

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

AIM	CURRENT GOOD PRACTICE	ACTIONS AND TARGETS	SUCCESS CRITERIA
1. To ensure all pupils, including those with disabilities, can access a broad, balanced and inclusive curriculum.	• Use formative and summative assessment to identify gaps in learning and identify children who may have a specific difficulty • Smart Targets are set effectively and are appropriate for pupils with additional needs • To work with parents and external agencies to support pupils in their personal and academic development. • Strong collaboration with parents and external agencies • To provide an inclusive environment where universal provision and inclusive teaching support all children access the curriculum. To ustilise adaptive resources, curriculum and teaching and targeted and specialist interventions where required. • Curriculum resources include examples of people with disabilities • The curriculum is reviewed to make sure it meets the needs of all pupils • High quality manipulatives to support conceptual development. • To ensure training enables teachers and support staff to identify and support children with specific needs. • Support Staff are trained to provide high quality intervention to children who require 1:1 or small group work.To ensure that policies are consistently understood to ensure that all staff understand their duty to ensure equal opportunities for all. • To ensure that risk assessments, care plans are drawn up to support children who may experience physical difficulties.	• All teaching staff will receive annual SEND and inclusive practice training (by July each year) • SENDCo will monitor progress of pupils with disabilities termly • Curriculum plans will be reviewed annually to ensure accessibility • Staff will implement adaptive teaching strategies consistently across all year groups	• 100% of staff complete annual training • Measurable progress for pupils with disabilities in line with or exceeding expected progress • Increased participation in all curriculum areas
Responsibility	• SENDCo, Co-Headteachers	Review	• Termly

Area 2: Physical Environment

AIM	CUREENT GOOD PRACTICE	ACTIONS AND TARGETS	SUCCESS CRITERIA
To improve and maintain access to the physical environment for all pupils, staff and visitors. To ensure that all children can take part in school life safely	• Regular health and safety and access assessments are made of the school by the site manager. • Risk assessments are in place for children is specific injuries that impair mobility as well as medical and physical disabilities. • Whole school risk assessments are in place for all children. • PEEP assessments are also in place for children who would require support to exit the school in an emergency situation. • Toilets are installed specifically for the height of our children. • In reception our toilet facility provides space for personal care to be given in line with personal care plan agreed with parents. • There is ramp access to the Conservatory for Reception children and for Year 1/2 classroom. If ramp access was required elsewhere this would be reviewed as appropriate. • Adaptations to individual's learning space including the use of Move 'n' Sit cushions, writing slopes, adapted writing equipment, coloured overlays for dyslexia and adapted computer keyboards; • Involvement of specialist services to help identify areas of risk; • All support staff trained in first aid. • Disabled toilet installed in Jessica's Hall for visitors. • Regular child protection training for all staff • Use of zones of regulation and strategies to support children with self-regulation. • To stagger lunchtime to reduce overwhelm and sensory dysregulation for children with need	• Conduct a full accessibility audit annually and adjust policy and provision accordingly. • Improve Forest School access (paths, fencing, quiet space) by October 2026 with renovation project – consider a path around the edge of the playing field to aid access. • Reduce trip hazards and improve corridor access by July 2026 • Review accessibility of all classrooms and shared spaces annually	• All identified accessibility issues addressed within agreed timescales • Increased participation in outdoor learning and enrichment activities • Positive feedback from pupils, parents and staff
Responsibility	• Site Manager, Co-Headteachers	Review	• Annually

Area 3: Access to information

AIM	CUREENT GOOD PRACTICE	ACTIONS AND TARGETS	SUCCESS CRITERIA
To ensure information is accessible to all pupils, parents and stakeholders. To support access to specialist services and resources.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage for children is consistent with its use of widget pictorials and words in open dyslexic font. • Large print resources, in Open dyslexic font, double spacing and appropriate coloured paper for children with dyslexia • Induction loops, braille and other resources/equipment and strategies would be obtained and training provided should the need arise. In this way communication systems are tailored for pupils needs. • Dedicated SENDCO time • Use of Educational Psychologists and Specialist teaching and learning service • Referrals to a range of provides and professionals are made in line with the needs of pupils.	• Ensure school website meets accessibility standards and is reviewed annually • To update website with further information for parents on supporting specific needs at home and how to access services to support their families. • Provide alternative formats (large print, digital, translated) within 5 working days of request • Increase use of visual communication systems (e.g. Makaton) in Early Years • Provide guidance for parents on supporting additional needs at home	• 100% of accessibility requests met within timeframe • Improved engagement from parents of pupils with additional needs • Increased pupil understanding and independence
Responsibility	• SENDCo, Office Administrators	Review	• Annually

Area 4: Inclusion in Wider School Life

AIM	CUREENT GOOD PRACTICE	ACTIONS AND TARGETS	SUCCESS CRITERIA
To ensure pupils with disabilities can fully participate in all aspects of school life.	• Ensure all extracurricular activities are accessible with reasonable adjustments and to work with external contractors to ensure children with greater need can utilize their services. • To monitor and track inclusion of vulnerable groups in all aspects of school life. • Continue to review and extend sensory and regulation spaces for children including the 'quiet area', 'outside reading area', thrive hive, sensory corner in Mezzanine level, play therapy room and book corners. • Adapt lunchtime and social environments to support inclusion	• Increased participation in clubs and enrichment activities • Reduction in reported barriers to participation	• High involvement of all vulnerable groups in extra curricular activities • Review regulation spaces across the school site for all pupils.
Responsibility	• SENDCo, SLT	Review	• Termly

4. Monitoring arrangements

This plan will be reviewed every three years and updated annually where necessary.

Monitoring will include:

- Termly review of progress data
- Annual accessibility audit
- Feedback from pupils, parents and staff
- Governor oversight and challenge

The governing body will:

- Review implementation of the plan
- Ensure compliance with statutory duties
- Monitor impact on pupil outcomes

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Medical Policy and Personal Care Policy
- First Aid Policy
- Medical Policy
- Intimate Care Policy