



## **Accessibility Plan 2024-2027**

Leverton Primary School has a welcoming and happy environment in which pupils try hard to do their best. We want all children to enjoy school, to be challenged to reach their potential, and to consider their time at the school as their own 'learning journey'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

### **Purpose of Plan**

This plan shows how Leverton Primary School maintains the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities. (SEN code of conduct July 2014).

### **Areas of planning responsibilities**

Ensuring access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Maintaining access to the physical environment of the school.

Ensuring appropriate delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### **Contextual Information**

Leverton Primary School has been in its current location since 1971. It is a one storey building, with wheelchair access to all areas of the school. The school has wheelchair access to toilets within the main school building and outer buildings.

### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate, specific learning disabilities and physical disabilities.

### **Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Targets	Strategies	Time- scale	Responsibility/ Monitoring	Success Criteria
To meet the needs of specific pupils	SENCO to liaise with parents and nursery to plan for needs of new intake. SENCO to co-ordinate liaison with outside agencies.	Ongoing	SENCO /SLT & Governors	Improved access to curriculum for all pupils Individual plans, EHC Plans, these will reflect individual child's needs and actions required.
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for specific disability issues, differentiation and recording methods Online learning modules if required	On-going and as required	SENCO /SLT & Governors	Raise staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD Online learning modules if required. Liaison between specialist teacher/SENCO to ensure needs of child are met.	As required	SENCO /SLT & Governors	Raised confidence of support staff.
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child.	As required	SENCO /SLT & Governors	All staff aware of individual's needs.
Use ICT software to support learning	There are 5 laptops specifically for children with SEN.	As required	ICT /SLT & Governors	Wider use of SEN resources in classrooms.
All educational visits to be accessible to all	Ensuring staff make trips accessible. Ensure each new venue is vetted for appropriateness. Risk assessment	As required	HT/EVC /SLT & Governors	All pupils in school able to access all educational visits and take part in a range of activities.

	take into account disabilities.			
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school	As required	PE Leader /SLT & Governors	All to have access to PE and be able to excel.