



ACCESSIBILITY PLAN 2025 - 2028

INTRODUCTION

Special needs and disability legislation introduced in 2001 and DfES guidance 'Accessible Schools: Planning to increase access to schools for disabled pupils' (2002) places new duties on local education authorities and schools in relation to disabled pupils. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Schools are required to prepare accessibility plans for increasing over time their accessibility for disabled pupils to ensure equality of access and opportunity for all pupils.

Our school has considered three aspects in this accessibility plan:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving 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 or orally for pupils who are not disabled.

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE CURRICULUM

To sustain and develop access to the curriculum for disabled pupils, the school will:

- continue to make additional provision as part of our special needs and inclusion policies;
- continue to liaise with outside agencies such as the hearing impaired, visually impaired and physically disabled services to ensure our provision is appropriate;
- use DfE guidance on curriculum planning, teaching and learning for pupils with disabilities;
- provide appropriately differentiated teaching styles and learning activities for disabled pupils;

- continue to make use of Children Leeds guidance on curriculum provision for disabled pupils
- ensure that the school's inclusion policy is reflected in its practice;
- develop curriculum subject audits and action plans to include a review of inclusion and accessibility issues;
- identify disability as a theme in its assembly/collective worship programme and within the PSHCE curriculum;
- provide training for staff working with pupils with disabilities.

IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

To improve the outside physical environment, the school has provided ramp access to the Keys Stage 2 playground from the front of the school and has tackled the low lying areas that can be susceptible to flooding and may prohibit access.

To improve the access to quality learning within the school building, the school has adapted the Oasis Room to meet the needs of children with a range of disabilities, in liaison with agencies from Children Leeds:

- low glare lighting
- carpeting to reduce noise
- extra heating for occupational therapy sessions

IMPROVING THE PROVISION OF RESOURCES FOR DISABLED PUPILS

To improve the delivery of written and spoken information to disabled pupils, the school will continue to:

- liaise with the visually impaired and hearing impaired services to obtain advice, loan resources and develop practice;
- liaise with Speech and Language Therapists, Occupational Therapists to obtain advice and develop practice:
- adapt resources, books, worksheets and activities so that pupils can access them;
- provide training for staff working with pupils with disabilities in how written information can be presented to them in an appropriate format or interpreted through BSL or Makaton.

EVALUATION AND REVIEW OF THE ACCESSIBILITY PLAN

The governors, staff and interested parents/carers will review this plan and revise it as part of our self-evaluation programme.

February 2025.