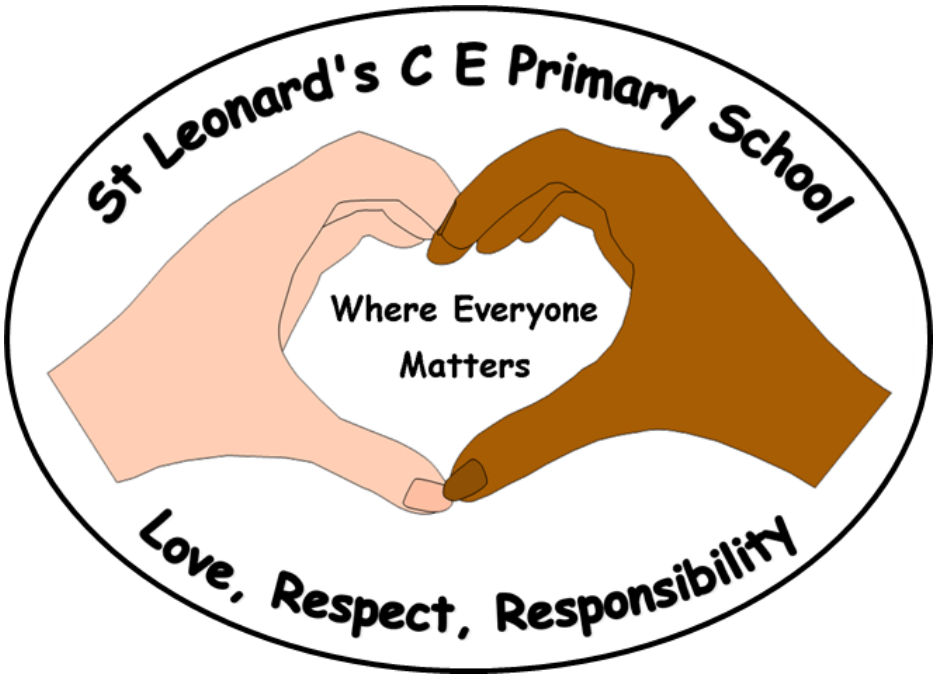
Accessibility Policy and Plan



Approved by:	**Full Governing Body**
Date:	**December 2025**
Next review due by:	**December 2028**

Accessibility Policy and Plan

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian vision of providing love, care and support for all its families, nurturing children as individuals and as learners, so that they are able to become valuable citizens within wider society; preparing children for "life in all its fullness" (John 10:10) and our core values of Love, Respect and Responsibility.

Our catalogue of school policies can be found on our website under the 'Information' tab. In addition, under the 'Our School' tab there are further details setting out St Leonard's ethos, vision and values and the roles and responsibilities of the Head Teacher, Staff and Governors.

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA): "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 his or her ability to carry out normal day to day activities."

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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 for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

Ofsted Inspection and Accessibility

Under the Ofsted inspection framework from November 2025, inclusion is a key evaluation area. Inspectors will evaluate whether our school is identifying and offering high-quality support for all pupils, especially those who may face barriers to their learning and/or wellbeing.

This Accessibility Policy and Plan supports our provision across all Ofsted evaluation areas:

- **Safeguarding** - ensuring all pupils with disabilities are safe and can communicate concerns
- **Inclusion** - identifying and supporting all pupils who face barriers to learning
- **Curriculum and teaching** - ensuring all pupils can access an ambitious, broad curriculum
- **Achievement** - ensuring pupils with disabilities make strong progress

- **Attendance and behaviour** - making reasonable adjustments to support attendance and behaviour
- **Personal development and wellbeing** - supporting all pupils to develop independence and confidence
- **Leadership and governance** - ensuring leaders and governors prioritise accessibility
- **Early years** - ensuring accessibility from the earliest stages

Inclusion is also a key theme across other evaluation areas, and will impact our grade in each area. This Accessibility Policy and Plan demonstrates our commitment to inclusion and supports our provision across all evaluation areas.

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of St Leonard's Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

St Leonard's Primary School provides teaching which meets National Curriculum and other statutory requirements, including relationships, sex and health education, and religious education. The school has regard to the SEND Code of Practice 2014 when meeting pupils Special Educational Needs and Disabilities, and makes its policy known to parents. Provision determined in Education Health Care Plans (EHCP) is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

St Leonard's is committed to identifying and supporting all pupils who may face barriers to learning and/or wellbeing. This includes:

- **Pupils with disabilities**
- **Those with SEND**
- **Disadvantaged pupils**
- **Those known or previously known to children's social care**
- **Young carers**
- **Pupils who share protected characteristics (including those related to race, religion, gender, sexual orientation, gender reassignment, pregnancy and maternity)**

Our accessibility planning ensures that all these groups can participate fully in school life.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community. St Leonard's Primary School has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

St Leonard's Primary School promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference.

We want all our children to feel welcome; we celebrate differences between them. We want to give 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. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Safeguarding and Accessibility

St Leonard's recognises that pupils with disabilities may be more vulnerable to abuse and exploitation. Our accessibility planning ensures that:

- All pupils with disabilities can communicate concerns through accessible means
- Staff are trained to recognise signs of abuse in pupils with different types of disabilities
- Physical access arrangements support safeguarding (e.g., appropriate supervision, safe spaces)
- All safeguarding policies and procedures are accessible to pupils with disabilities
- All staff have a responsibility to provide a safe environment in which children can learn
- Staff are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating

Context

St Leonard's C.E. Primary School consists of four buildings, two joined by an undercover external walkway. There is a separate purpose built community room called the Diamond Building and an onsite Nursery. All buildings are fully accessible to wheel chair users. All external school doors have low level key pads. In the main school building the first floor is accessible by a stair lift.

As a school we have an excellent record with regard to making reasonable adjustment for children. This includes actions to address physical and medical needs, e.g. annual training for Epipens, and training from the Special Educational Needs Support Service (SENSS) Hearing and Visual impairment teams when required. We work closely with Oxford NHS occupational therapy and physiotherapy to create individual timetables of support for children who require additional support for their physical and/or sensory needs.

We have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is methodically tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations can be made to timings, playtimes, lunchtimes, school trips and after school clubs to meet the needs of children with specific learning or impairment needs. Attendance of all pupils with additional needs is monitored and where issues of illnesses are a particular feature of their disability the necessary adaptations to the school day are made.

Information from pupil data and school audit

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis, chronic fatigue and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

In order to meet our duty to make anticipatory adjustments at St Leonard's, we keep provision under constant review and adapt to principles of accessible practice and universal design for learning.

Leadership and Governance of Accessibility

The Governing Body and Senior Leadership Team at St Leonard's ensure that:

- The Accessibility Policy is reviewed regularly and informs school improvement planning
- Resources are allocated to support accessibility improvements
- Staff training needs related to accessibility are identified and met
- The impact of accessibility measures is monitored and evaluated
- Governors hold leaders to account for accessibility outcomes
- The school complies with all statutory duties under the Equality Act 2010
- Accessibility provision supports strong outcomes across all Ofsted evaluation areas

St Leonard's C.E. Primary School Accessibility Plan December 2025 - 2028

Objective 1: To Increase the extent to which pupils with disabilities can access the school curriculum

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 encouraged to attend age relevant after school clubs, cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

~~Teachers at St Leonard's School strive to plan and deliver outstanding lessons.~~ Teachers at St Leonard's School plan and deliver an ambitious, well-sequenced curriculum that enables all pupils to achieve and thrive.Teachers' planning and implementation of the curriculum is differentiated to take account of the individual and group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

Our accessibility planning ensures that pupils with disabilities can access:

- **The full national curriculum**
- **Relationships, sex and health education**
- **Religious education**
- **All statutory requirements**

This curriculum is an entitlement for every pupil and is at least as ambitious in breadth and depth as the national curriculum.

It is the role of the SENDCO to line manage and deploy Teaching Assistants. The SENDCO coordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and the wider context. The SENDCO also coordinates advice given by outside agencies and ensure its full implementation.

Through self-review and continuous professional development, 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.

Action Plan: Curriculum Access

Target	Actions	Timescale	Responsibility	Success Criteria
To identify all pupils who may need additional or different provision, including disadvantaged pupils, those known to children's social care, young carers, and those who share protected characteristics	- Liaise with nursery providers, Early Years Special Needs Intervention Teacher (EYSENIT) and parents about needs of children in Reception and Nursery intake - Identify pupils from all vulnerable groups through admission processes, early help assessments, and ongoing monitoring - Work with external agencies to identify young carers and pupils known to children's social care	Annually and ongoing	SENDCo, EYFS LoL, Designated Safeguarding Lead	Transition arrangements are set up before a September start. Additional visits are made with parents and nursery staff to aid transition. Transitional learning takes place between nursery and school. All vulnerable pupils are identified early and appropriate support is in place.
To increase skills and confidence of all staff in differentiating the curriculum and supporting all pupils who face barriers to learning	- Ensure appropriate induction takes place for new staff and NQTs that identifies individual training needs - One to one appraisals for all staff to discuss CPD - Training on supporting disadvantaged pupils, young carers, and pupils with protected characteristics - Use of Ofsted inspection toolkit to evaluate curriculum	Three times a year and ongoing	SENDCo and SLT	Lesson observation and monitoring cycle demonstrates improved skills and raised staff confidence using a range of strategies to support children's needs. Increased pupil participation in learning. Staff demonstrate understanding of barriers faced by all vulnerable groups.

Target	Actions	Timescale	Responsibility	Success Criteria
	and teaching provision			
To identify trends in attainment and progress across the school. To narrow any gap in attainment between specific groups and their peers	- Attainment data to be analysed x3 a year to identify gaps and trends in progress - Action planning identified through the Pupil Progress Meetings - Analysis to include all vulnerable groups: pupils with disabilities, SEND, disadvantaged pupils, those known to children's social care, young carers, and those with protected characteristics	Three times a year	SLT	For any gap between specific groups and their peers to be narrowed so they are not disadvantaged in any way. For actions to be planned and evaluated for impact where gaps have been found. All vulnerable groups make strong progress from their starting points.
To promote positive attitudes to disability and support the personal development and wellbeing of all pupils	- PSHE curriculum includes disability awareness and celebrates difference - Collective worship embeds values of Love, Respect and Responsibility - Cross curricular work promotes understanding of disability - Wellbeing support is accessible to all pupils, with reasonable adjustments made for pupils with disabilities - Pupils with disabilities are supported to develop	Ongoing	All Staff, PSHE Lead, SENDCo	For children to have an understanding and respect for all disabilities. For children to understand how life is the same and different for somebody with a disability. Pupils with disabilities demonstrate strong personal development and wellbeing outcomes.

Target	Actions	Timescale	Responsibility	Success Criteria
	independence, resilience and confidence			
To ensure that pupils with disabilities have appropriate support for attendance and behaviour	- Monitor attendance of pupils with disabilities and all vulnerable groups and make reasonable adjustments to support regular attendance - Ensure behaviour policies and approaches are adapted to meet the needs of pupils with disabilities - Provide training for staff on understanding behaviour as communication for pupils with certain disabilities - Work with families to address barriers to attendance	Ongoing	SENDCo, Attendance Lead, Behaviour Lead, Designated Safeguarding Lead	Attendance rates for pupils with disabilities match or exceed their peers. Behaviour support is appropriately differentiated. Staff demonstrate understanding of disability-related behaviour needs. Reasonable adjustments support positive attendance and behaviour.

Aim 2: To improve access to the physical environment

At St Leonard's School we have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. Where necessary we will seek further advice from Occupational Therapists or other health professionals.

All of the school is fully accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

Action Plan: Physical Environment

Target	Actions	Timescale	Responsibility	Success Criteria
To ensure that the physical environment remains	- The school will take account of the needs of pupils, staff and visitors with physical	Ongoing	Head Teacher and SLT	To ensure that the school meets its statutory responsibilities and

Target	Actions	Timescale	Responsibility	Success Criteria
attractive and engaging for all	difficulties and sensory impairments when planning and undertaking any future improvements - Consideration may include; improved access, lighting, colour schemes, accessible facilities and fittings			meets the needs of all staff, pupils and visitors to the school.
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are fully catered for and supported	- To create access plans for individual disabilities as required - Be aware of staff, governors' and parents' access needs and meet as appropriate	As required. Induction process for new staff. Admission forms for new children	Head Teacher, SENDCo	The access needs of children, staff and the wider school community are met.
To ensure that pupils with medical needs are fully supported and additional needs are met	- Supporting Pupils with Medical Needs policy reviewed annually - To create care plans to support the medical needs of children with additional medical needs - Health professionals to train staff working with pupils with medical needs eg Epipen and Asthma - All teaching staff to have First Aid training - Ensure that school procedures are updated to include any changes to the policy - Updates and information to be	Annually	SENDCo	All necessary staff receive the training

Target	Actions	Timescale	Responsibility	Success Criteria
	shared with staff at staff and TA meetings			
All pupils with mobility issues can be safely evacuated	- All personal emergency plans (PEEPs) are in place and up to date, and that staff are aware	Annually	Head Teacher, SENDCo, School Business Manager, School Site Manager	All fire drills are successful and children are evacuated efficiently.
To consider wider physical environment in which teaching and learning takes place	-			

Aim 2: To improve access to the physical environment

Target	Actions	Timescale	Responsibility	Success Criteria
To ensure all educational visits to be accessible to all	- Through risk assessment and planning ensure that pre-visits take place to check appropriateness of access	As required	Educational Visits Co-ordinator	Detailed risk assessments with reference to accessibility ensure accessibility for all on all school visits.
To ensure informed decisions are made with regard to accessibility	- For Health and Safety audits to be carried out with additional consideration of accessibility - For Governing Body to be aware of the Disability Discrimination Act 1995 and ensure the school environment is accessible to all	Annually	Head Teacher, Governors	For future Health and Safety audits to inform future Accessibility Policy and Plans.

Aim 3: To improve communication between school, pupils and parents/carers

We share information with pupils who face barriers to learning in a variety of ways, such as; face to face discussion, simplified and modified language, symbols on work, pictorial explanation of work.

We engage parents by sharing information with parents in ways including letters and newsletters, school website and Class Dojo.

In planning to make written information better available for staff, pupils and parents/carers with disabilities, we need to establish the current level of need and be able to respond to changes in the range of need.

Target	Actions	Timescale	Responsibility	Success Criteria
For all pupils, parents and staff to feel confident to fully disclose information with regard to their disabilities	- To assure pupils, staff and parents of confidentiality when disclosing information - To ensure all disclosures about disabilities are handled sensitively through school policies and procedures and via the curriculum	Ongoing	Head Teacher, Governors, PSHE Leader and Class teachers	For children and staff to be sensitive and respectful to other pupils with disabilities.
Pupils: All pupils are fully aware of the definition of disability	- Collective Worship embeds the school values of Love, Respect and Responsibility and School Vision Life in all its fullness for all pupils - The PSHE and wider curriculum ensures that all pupils have the opportunity to consider individuals or groups who present differently to themselves	Ongoing	Head Teacher, All teaching staff	For children's thinking about what a disability is to be challenged. For children to understand how life is the same and different for somebody with a disability.
Parents: To engage more parents in school life	- Parents to be invited to learning mornings and specific parent assemblies - SEND workshops - When required, engage with the school for Early Help Assessment (EHA)	Ongoing	Head Teacher, Complex Needs team	The school is accessible to parents/carers. Hard to reach parents are encouraged to engage in school life and access specific support offered.

Target	Actions	Timescale	Responsibility	Success Criteria
Parents: To improve accessibility of communications in forms other than writing	- Identify parents with difficulties with written and spoken communication via the school office and parent meetings - Communicate findings with teachers and ensure that phone conversations takes place or face to face conversations re: home learning and letters and text messages - Identify a key worker for these parents who they can ask about any school events or details	Ongoing	School business manager and office staff. All teachers	To identify parents with additional needs and ensure that they are engaging fully with their child's development and wider life within the school community.

Monitoring and Evaluation

Target	Actions	Timescale	Responsibility	Success Criteria
To monitor and evaluate the impact of accessibility provision	- Regular review of accessibility action plan progress - Analysis of outcomes for pupils with disabilities across all evaluation areas (achievement, attendance, behaviour, personal development) - Pupil and parent voice gathered regarding accessibility - Annual report to governors on accessibility - Use of Ofsted inspection toolkit to	Termly review. Annual report	SENDCo, SLT, Governors	Clear evidence of impact of accessibility measures. Outcomes for pupils with disabilities are strong across all areas. Governors are well-informed and hold leaders to account. School is well-prepared for inspection.

Target	Actions	Timescale	Responsibility	Success Criteria
	self-evaluate inclusion provision			

Review and Implementation

This policy will be reviewed every three years, or sooner if required by changes in legislation or Ofsted framework updates.

The Governing Body is responsible for ensuring that this policy is implemented effectively and that accessibility remains a priority in school improvement planning.

All staff are responsible for implementing this policy in their daily practice and for contributing to the school's culture of inclusion and accessibility.