



Accessibility Plan

Lee Brigg Infant & Nursery School
2025-2028



watertonacademytrust.org

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Purpose

This Accessibility Plan is designed to ensure that [insert name of school] complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on the school's website and is also available in large print or other accessible formats if required.

Duties on the School

- Not to discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

Reasonable Adjustment Duty

The school is committed to making reasonable adjustments* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning Duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

Increasing Physical Access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.

Increasing Access to the Curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing Access to Written Information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

Communication with Parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

Accessibility Plan

Our action plan relating to the above three planning duty areas has been created as a result of our audits and reviews of provision. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we have:

- identified current good practice within school
- created an outcome (short, medium or long term)
- outlined any actions required
- identified who is responsible for the action, and the deadline for this
- stated the success criteria

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Head of SEND and Inclusion will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two years.

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 Education Needs (SEN) Information Report
- Disability Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Accessibility Plan

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

Access to the Curriculum

Aims	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be Taken	Person Responsible	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs 	<p>Short Term (2025–2026)</p> <ul style="list-style-type: none"> Ensure consistent use of adaptive teaching and scaffolding strategies in all classes. Ensure all staff understand their responsibilities within the graduated response. Improve the clarity and accessibility of curriculum adaptations recorded on My Plans. <p>Medium Term (2026–2027)</p> <ul style="list-style-type: none"> Strengthen subject leaders' oversight of accessibility within their curriculum areas. Improve monitoring of SEND adaptations 	<p>Audit attendance/membership of school clubs by pupils with SEN/D to ensure full access.</p> <p>Review funding of support staff for out-of-school activities for pupil(s) with SEN/D.</p> <p>Audit of pupil needs and plan staff CPD accordingly.</p> <p>Appropriate use of IT equipment to benefit individual pupils and staff.</p> <p>Review the specific needs of pupils living with a disability in terms of daily living skills and relationships.</p>	<p>SENCO</p> <p>SLT</p>	<p>Teachers are aware of relevant issues and can ensure all pupils have equality of access to life preparation learning.</p> <p>Disabled pupils have active, inclusive playtimes.</p> <p>All extracurricular activities are accessible to disabled pupils.</p> <p>Monitoring shows that adaptations for pupils with SEND are consistently evident in all classes.</p> <p>Pupil voice feedback demonstrates improved independence, confidence and access to learning.</p>

	<ul style="list-style-type: none"> The curriculum is reviewed to make sure it meets the needs of all pupils Providing appropriate intervention for pupils identified as having additional needs e.g. one to one or small group pastoral support for pupils with social, emotional and mental health needs (SEMH). We also utilise our Future in Mind Primary Practitioner and the support/resources they can provide. Developing quality first teaching across the school - Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair 	<p>through lesson visits, pupil voice and planning scrutiny.</p> <p>Long Term (2027–2028)</p> <ul style="list-style-type: none"> Further reduce the attainment gap between pupils with SEND and their peers through high-quality teaching, targeted support and improved accessibility to learning materials. Ensure all enrichment, clubs and visits demonstrate full compliance with Equality Act requirements for reasonable adjustments. Staff training to be matched to priorities determined by current school context. 	<p>Review layout of furniture and classroom equipment to support learning.</p> <p>Enable disabled pupils to enjoy play which would otherwise be inaccessible.</p> <p>Audit specialised IT resources provided to meet individual pupil need (e.g. iPad apps to support reading/writing difficulties).</p> <p>Review extracurricular activities to ensure compliance with legislation.</p> <p>Share relevant My Plan information with leaders of extracurricular activities. Develop a SEND learning-walk schedule for monitoring adaptation and inclusion across classrooms.</p> <p>Ensure subject leaders identify and record reasonable adjustments within their curriculum</p>		<p>Provision maps and My Plans show high-quality, specific adaptations linked to individual need.</p> <p>Subject leaders can evidence how accessibility is embedded within their subject area.</p>
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	<p>work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc. We have also begun to implement the recommendations from the EEF Report – Special Educational Needs in the Mainstream School e.g. the 'five a day' approach.</p> <ul style="list-style-type: none"> • Using Wakefield Progression Steps, where appropriate, to measure the progress and achievement of specific students and set attainable targets with high expectations. • Ensuring that school visits and trips are accessible for all students – providing one-to-one support 		<p>intent and implementation documents.</p> <p>Introduce a termly SEND pupil-voice cycle focusing on accessibility and classroom experience.</p> <p>Ensure all staff, including supply staff, receive accessible summaries of pupil needs (My Plan 'one-page profiles')</p>		
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	<p>for children with specific diagnosis.</p> <ul style="list-style-type: none"> • Providing electronic equipment for children who need regular access to support their learning and recording skills. • Collaborative 'Drop-In' Sessions between agencies and teaching staff: <ul style="list-style-type: none"> • Wakefield Learning Support Service (LSS) & Educational Psychologist Service (EPS) • Educational Therapy Team (ETT) & Social, Emotional and Mental Health Needs (SEMH) • Classrooms are organised to promote the participation and independence of all pupils. 				
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	<ul style="list-style-type: none"> • Consistent implementation of the graduated response (Assess–Plan–Do–Review), including the use of My Plans and provision maps for all pupils receiving SEN Support. • Adaptive teaching is embedded across all subjects, with clear modelling, scaffolding and structured practice used to reduce barriers to learning. 				
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Access to the Physical Environment

Aims	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be Taken	Person Responsible	Success Criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Doors, corridors and communal spaces are kept free from obstruction and regularly inspected. Risk assessments for pupils with physical disabilities are updated routinely. Outdoor spaces include marked safe routes and 	<p>Short Term (2025–2026)</p> <ul style="list-style-type: none"> Ensure consistent reviewing of access arrangements for all pupils with disabilities, including new starters. Strengthen monitoring of building accessibility and identify any required adjustments promptly. <p>Medium Term (2026–2027)</p> <ul style="list-style-type: none"> Improve playground accessibility and increase inclusive play options. Embed a robust, annual physical-environment accessibility audit. <p>Long Term (2027–2028)</p> <ul style="list-style-type: none"> Ensure all areas of the school are fully compliant with 	<ul style="list-style-type: none"> Continue to monitor that the school remains accessible to all Personal Emergency Evacuation Plans to be written (for new pupils/staff) and reviewed annually To review and be aware of access requirements for new and existing pupils/staff/visitors as and when required Obtain feedback on accessibility from parents/carers via questionnaire Continued maintenance of markings on entry / exit steps To continue to monitor equipment and resources in school to accommodate pupils with physical disabilities. 	<p>SENCO</p> <p>SLT</p> <p>Estates Team</p>	<p>All pupils with disabilities can move independently or with appropriate support around the school site, evidenced through pupil voice and staff observation.</p> <p>Annual audit demonstrates year-on-year improvements in accessibility.</p> <p>PEEPs are in place for 100% of pupils and staff who require them.</p> <p>Inclusive play equipment is used confidently and safely by pupils with disabilities.</p> <p>Accessibility issues identified through surveys are actioned within the given timescale</p>

	<p>accessible entry points for pupils with mobility needs</p>	<p>accessibility standards and anticipate future cohort needs.</p> <ul style="list-style-type: none"> • Develop outdoor learning and play spaces that promote independence and participation for pupils with disabilities. • Continue to monitor to ensure that the school remains accessible to all. 	<ul style="list-style-type: none"> • Be aware if any equipment is not accessible and purchase new or modify as necessary. • Conduct a formal annual accessibility audit of the physical environment, identifying strengths and priority improvements. • Review playground resources and introduce inclusive play equipment and zoning. • Ensure all areas used for extracurricular activities are fully accessible and risk assessed. • Introduce a visual audit tool for staff to regularly check corridors, classrooms and exits for accessibility compliance 		
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Access to Written Information

Aims	Current Good Practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long term objectives</i>	Actions to be Taken	Person Responsible	Success Criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Class Visual timetables are displayed throughout school, including one to one visual timetables for identified students, as required. • Newsletters for parents are delivered by email to enable parents to enlarge the font as desired, as well as download 	<p>Short Term (2025–2026)</p> <ul style="list-style-type: none"> • Improve consistency in the use of visual supports across all classrooms. • Ensure all key written information for parents is available in at least one alternative accessible format, where required. <p>Medium Term (2026–2027)</p> <ul style="list-style-type: none"> • Develop a wider range of accessible resources (audio versions, simplified texts, symbolised materials). • Improve access to written curriculum materials for pupils using assistive technology. 	<ul style="list-style-type: none"> • Staff are trained to identify barriers to accessing written information and to deliver information in alternative formats. • Explore Braille methods, when needed, plus induction loops • Identify the relevant alternative forms of communicating key information and ensure these are available to parents/carers • Ensure pupil information is being routinely shown to all supply teachers and new staff in the academy • Continue to keep all families well informed 	<p>SENCO</p> <p>SLT</p> <p>Admin Team</p>	<p>Families report improved access to school information through surveys.</p> <p>Accessible versions of key communication are consistently available within agreed timescales.</p> <p>Pupils who use assistive technology show increased independence in accessing and recording information.</p> <p>Audit shows all school-generated documents meet accessibility standards (font size, layout, clarity).</p> <p>Visual support is evident and used consistently in 100% of classroom</p>

	<p>and view on a computer screen; paper copies are available on request. Where specific parents request paperwork on a different coloured paper, this is also met.</p> <ul style="list-style-type: none"> • School documentation, including policies and curriculum information are available on the school website to enable parents to enlarge the font as desired, as well as download and view on a computer screen; paper copies are available on request. • All information from Parent Information Evenings (Phonics, Curriculum Meetings 	<p>Long Term (2027–2028)</p> <ul style="list-style-type: none"> • Ensure all school-generated written information complies with accessibility guidelines (font size, layout, formatting). • Increase independence for pupils requiring alternative methods of accessing text, through training in assistive tools. • Share content of provision maps at parent consultation evenings. 	<ul style="list-style-type: none"> • Continue to find ways for parents and carers to express their views • Availability of written material in alternative formats, including large text for the visually impaired, if requested. • Make school newsletters or other information for parents available in alternative formats, including large text for the visually impaired, if requested • Audit all written communication (newsletters, website content, letters) against accessibility standards. • Create symbol-supported versions of key information for identified pupils. • Develop audio or video versions of selected key messages for parents. • Train staff in the creation and use of 		
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	<p>etc) is placed on the website.</p> <ul style="list-style-type: none"> • The Accessibility Plan is placed on the website. • Coloured overlays and tinted exercise books to support children with visual stress; modified large print is also requested for statutory tests and assessments, if required. • Regular updates on SEN/D pupils at staff meetings and phase meetings to ensure all staff have latest relevant information on specific pupils with SEN/D • Parents may request oral, translated or simplified formats where appropriate 		<p>accessible digital documents (e.g., alt text, readability tools, contrast controls).</p> <ul style="list-style-type: none"> • Increase the use of assistive technology for pupils accessing written information (e.g., text-to-speech apps, screen readers) 		
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Document Detail			
Document Name:		Accessibility Plan (Template)	
Version:		1	
Chief Officer Signature:		D Dickinson, CEO	
Effective From:		September 2024	
Approved by:		Executive Leadership Team	
Next Review Date:		September 2027, or sooner if changes are required	
Version Control			
Version	Date	Author	Change/Reference
1	Sept 2024	L Thresh	New Policy