

Accessibility Plan 2025-2028

Purpose of Plan

The purpose of this plan is to show how Old Leake Primary Academy and Seedlings Nursery and intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students, staff and other visitors with a disability and other protected characteristics can take full advantage of the environment education and associated opportunities.

Definition of Disability (Equality Act 2010)

In the act a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping
- People who have had a disability in the past who meet this definition are also protected by the Act.

Inline with the Equality Act 2010, the academy had three key duties:

- Not to treat pupils and staff less favourably for a reason related to their disability or other protected characteristics.
- To make reasonable adjustments for staff and pupils and visitors so that they are not at a substantial disadvantage due to their disability or protected characteristic.
- To plan and increase access to education for disabled pupils.

Progressive conditions considered to be a disability:

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded:

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Protected characteristics which are also covered by this plan include:

Age, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Old Leake Primary Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the academy.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education.
- Increase access to the curriculum for learners with an impairment, expanding the curriculum as necessary to ensure that pupils with an impairment are as, equally, prepared for life as learners without impairments; (if an academy fails to do this, they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with impairments. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality Policy
- Curriculum Statement – Ethos and Vision
- Professional Development Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy

The Accessibility Plan will be published on the Academy website.

The Academy's complaints procedure covers the Accessibility Plan

Key Aims

Old Leake Primary Academy aims to ensure equality of opportunity for all its, pupils and staff and it follows that pupils or prospective pupils, are not treated less favourably than other and pupils or prospective pupils, for reasons relating to their disability or protected characteristics. Please read this in conjunction with the Academy's SEND policies.

Views of those consulted during the development of the plan:

The views of all agencies, pupils and their parent/carers will be sought through the regular meetings held as part of the support given by Old Leake Primary Academy.

Increasing the extent to which pupils can participate in the academy curriculum:

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by the Special Educational Needs Coordinator (Hannah Gilbert)
- The academy facilitates services from a range of agencies for all pupils and their families, including working closely with our onsite Children's centre.
- Ensuring that the curriculum is made accessible for pupils who are learning English as an additional language.

Improving the physical environment of the academy to increase the extent to which all pupils can take advantage of education and associated services:

- The academy's classrooms are all on the ground floor. Any new build will be built with physically impaired pupils in mind, ensuring access for all.

Improving the delivery to pupils of information that is provided in writing:

- Where necessary, all hand-outs, letters, timetables etc. will be made available in suitable format for pupils, including electronically.
- Providing information in accessible formats for pupils who are learning English as an additional language.
- Providing information to parents/carers in accessible formats where requested.

Financial Planning and control

The headteacher, SLT and the governing body will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan 2025-2028

Equality and inclusion

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Staff of disability rights remains current and is updated regularly	<ul style="list-style-type: none"> • Ensure training for all new staff where relevant to their individual roles. • Provide additional training for all staff as national guidance is updated 	SLT	Long term	Bi-annually	
Accessibility plan in place and becomes an annual item at the academy council.	<ul style="list-style-type: none"> • Accessibility plan is reviewed annually and updated every 3 years • The plan is coproduced with young people, their families, and other stakeholders including the academy council. 	SLT	Long term	Annually	

Access to the physical environment					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Building to be physically accessible for people with disabilities	<ul style="list-style-type: none"> • Ensure the majority of areas are physically accessible. e.g clear corridors of 	Site Manager SLT	Long Term	Ongoing	

	<p>obstructions, entrances are clear. Site manager to complete daily walks to ensure this.</p> <ul style="list-style-type: none"> • Where adaptations are not possible, consider moving classes to more accessible rooms to ensure inclusion. • All fire exits to be accessible to all, including ramps. • Review toilet provision within the academy in light of the needs of learners and staff • Review the possibility of hygiene suite facilities • All exits to be made accessible to all learners and staff • Fit handrails and ramps where needed 			<p>As required</p> <p>By January 2027</p> <p>By August 2027</p> <p>By September 2028</p> <p>Exits to be accessible by September 2026.</p> <p>By January 2027 2027.</p>	
Pathways around the setting, parking arrangements, to be safe, easily accessible and well signed.	<ul style="list-style-type: none"> • Ensure signs are clear • Route from the parking bays to be kept clear and free of hazards such as standing water, ice and leaves. 	Site Manager	Medium term	Daily	
Accessible signage for learners with visual impairments	<ul style="list-style-type: none"> • Braille and visual representation of signage meaning to be considered when new signs are invested in. 	Site Manager – class teachers to support with pictures	Long Term	August 2027	

Ensuring inclusion in the school community and curriculum

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Learners to be included and represented in all activities, events, trips and extra-curricular events	<ul style="list-style-type: none"> • Pupils with SEND to be included in forums like student council • Personalised support is arranged so that learners with SEND can attend trips, extra-curricular activities, clubs etc • Support to be given to ensure financial difficulties do not prevent a learner with SEND attending • Learners and their families to be given explicit information about trips and activities well in advance so that preparations can be made 	SLT, class teachers Site manager	Long Term	Ongoing as necessary	
Transition is planned and personal for learners with SEND	<ul style="list-style-type: none"> • Transition packages to be put in place where key learners need require additional support 	Class teachers, outside agency support	Long Term	Ongoing as required	
Support is available to support self-esteem, confidence and social skills	<ul style="list-style-type: none"> • School to provided small group support as required to develop self-esteem, confidence, and social skills 	Class teachers, outside agency support	Long Term	Ongoing	

Learners with SEND needs attend school in line with their peers	<ul style="list-style-type: none"> Encourage families to work closely with the academy on improving attendance Support for families from the Inclusion Team (attendance) to be accessed by the academy (in line the SLA). 	Class teachers SENDCo SLT Inclusion Team	Long Term	Ongoing	
Access arrangements are in place for statutory tests and internal assessments	<ul style="list-style-type: none"> Access arrangements to be part of normal classroom practice for the individual throughout their school career. Access arrangements to be applied for during the KS2 statutory testing as required. 	Class teacher. SENCo and inclusion team.	Long Term	April 2026 – evidence gathered.	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All parents and members of the school community can access all academy based information	<ul style="list-style-type: none"> Check information on websites is accessible to all members of the school community Make parents aware that information can be requested 	SLT, SENDco, all staff	Long Term	By January 2026	

Information regarding SEND available on the website	in different languages and other accessible formats				
Parents who are unable to attend school-based meetings due to their disability access meetings remotely	<ul style="list-style-type: none"> • To continue the use of electronic communication with parents, including TEAMS. • Review meetings to be held, at times when parents can attend • Ensure that pupils know who they can contact for information, advice, and support • Information to be available in a variety of formats – easy read print, large print, symbols, and audio upon request. For staff identify and approach parents who they think this would be helpful to. • Use of interpreters at meetings. 	Teachers and front of house staff supported by SLT and SENDco	Long Term	By November 25	