



Layfield Primary School

Accessibility Plan

Policy Date: January 2026
Review Cycle: January 2029
Responsible Body: Layfield LGC

Version Control

Review Date	Updates
January 2026	Legislation and good practice updates

Introduction

At Layfield Primary School we believe that all pupils have equal rights to education and strive to provide an environment where access for all is paramount. We are committed to providing best inclusive practice where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

Policy Aims

Layfield Primary School acknowledges and welcomes diversity among pupils, staff and visitors. We:

- Will not discriminate against anyone, adult or child, on the grounds of gender, race, age, colour, religion, nationality, ethnicity, sexual orientation, physical or mental abilities.
- Provide the full educational entitlement which meets the individual needs of every child
- Provide quality learning experiences and activities which are differentiated to cater for individual needs
- Celebrate success and achievement to promote positive self-esteem and aspirations
- Have high expectations of children's achievements and behaviour
- Develop an environment in school which promotes a sense of community and belonging and where children can exercise personal and social skills of independence, team work, self-awareness, self-respect and respect for others.
- Are opposed to all forms of racism and xenophobia including those that are directed towards religious groups and communities
- Respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests to religious observance and practice.
- Ensure that all recruitment and employment are fair to all and provide opportunities for everyone to succeed.
- Will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and to improve delivery of information.
- Encourage and develop greater parental involvement and support for our school to accomplish these aims we need to work closely with families.

We recognise that all children have rights and the following Articles from the United Nations Convention on the Rights of the Child are particularly relevant to this policy:

- **Article 2 (non-discrimination)** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- **Article 3 (best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 4 (implementation of the Convention)** Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.
- **Article 12 (respect for the views of the child)** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- **Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 23 (children with a disability)** A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
- **Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Legal Framework

In addition to the United Nations Convention on the Rights of the Child, this policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against students because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Roles and responsibilities

The LGC will be responsible for:

- Monitoring and Approving the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the LGC
- Ensuring that staff members are aware of pupil's disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupil with disabilities arise.
- Working closely with the LGC, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and LGC to ensure that students with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.
- All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- Designated staff members will be trained to effectively support pupils with medical conditions.

Accessibility Plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our school aims to increase the accessibility provision for all pupils, staff and visitors to all our site. As such, the Accessibility Plan will contain relevant actions to:

- **Improve access to the physical environment** of the school, adding specialist facilities as necessary and to enable pupils to take advantage of the facilities and education offer. Clear risk assessments of the site occur regularly in support for access for pupils with disabilities.
- **Increase and ensure equal access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist technology aids and equipment, which may assist disabled pupils in accessing the curriculum.
- **Improve access to information** for pupils, staff, parents and visitors with disabilities. This will include parent mail, email, website access, handouts, timetables, textbooks and information about the school and its events. The information will be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for the Accessibility Plan to be reviewed and adjusted as necessary. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes. The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities and is committed to developing a culture of inclusion, support and awareness.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures to overcome these barriers, allowing all pupils equal opportunities. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extra-curricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

We recognise that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan should be read in conjunction with the relevant sections of the following documents:

- Child Protection and Safeguarding Policy
- Special Educational Needs and Disability Support (SEND) Policy
- Attendance Policy
- Behaviour Policy
- Health and Safety Policy
- Intimate Care policy
- Relationships and Sex Education policy
- School Improvement Plan
- Admissions Policy

Action Plan

Improving access to the environment

Aim	Current Good Practice	Actions Required	Success Criteria	Responsible persons, date and review
Pupils with physical needs or a disability will have an	All staff are aware of individual children's needs	Plans in place and updated and reviewed at least termly.	Individual plans in place and reviewed termly	Class teacher SENDCo Termly

individual plan of support or EHCP	through shared plans. SENDCO termly monitoring. Annual EHCP reviews in place. Working in partnership with outside agencies, e.g. Health Service			
Staff members with physical needs or a disability will have a personalised support plan	Head Teacher develops an individual plan for any staff members requiring personalised support.	Discussion at new staff induction.	Staff will be able to access the physical environment safely.	Headteacher At point of recruitment.
Pupils and staff with a disability have a Personal Emergency Evacuation Plan (PEEP).	Evacuation procedures are carefully considered and reviewed. All staff are aware of individual children's needs through shared plans. SENDCO termly monitoring. Health and Safety advice sought. Drills enable practice of PEEP plans	Plans in place and updated and reviewed at least termly.	Individual plans in place and reviewed termly	Class teacher SENDCO Headteacher Termly
Maintain access to the physical environment for adults and children with disabilities	The environment is adapted to the needs of pupils as required. This includes:	Furniture is arranged to enable safe movement around school and in	Children and adults with disabilities will be able to access the	SENDCO Headteacher Site manager Termly

	<ul style="list-style-type: none"> - Ramps - Disabled parking bay(s) - Disabled toilets and changing facilities - Library shelves at wheelchair accessible height - Space to use specialist equipment - Emergency access and evacuation routes in place - Visual and auditory signals used - Areas well-lit - Furniture and equipment selected and adjusted appropriately - Seats available in waiting areas 	classrooms. Resources are made easily available	physical environment.	
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Improving access to the curriculum

Aim	Current Good Practice	Actions Required	Success Criteria	Responsible persons, date and review
Staff will receive training based on the individual needs of pupils.	EHCP plans detail requirements for children and are regularly reviewed. Staff work in	Termly review.	Pupils will receive the support they need to be able to access the curriculum.	SENDCo Termly

	partnership with parents and carers and other professionals. Bespoke training provided to staff working with disabled pupils.			
To enable all pupils to access the curriculum	Adaptive teaching and practice, such as scribing or recording for pupils, using technology and communication devices are in place. Support plans and EHCPs detail adjustment that enable access.	Termly review.	Pupils will receive the support they need to be able to access the curriculum.	Class teachers SENDCO Termly
Outside agency support is in place for pupils who need this.	SENDCO refers to outside agencies, e.g. occupation therapy, health, specialist teachers, to enable children to receive the best possible support	Termly review.	Pupils will receive the support they need to be able to access the curriculum.	SENDCO Termly
Curriculum planning provides opportunities for all pupils to	Teachers adapt planning to meet the needs of all children, in each curriculum area	Termly review.	All children will access the curriculum and extra-curricular activities.	SLT SENDCO Class teachers Termly

take part and achieve	and beyond the curriculum.			
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Improving access to information

Aim	Current Good Practice	Actions Required	Success Criteria	Responsible persons, date and review
A range of communication methods will ensure information is accessible.	We use a range of communication methods including: -Internal signage -Large print resources available -Pictorial or symbolic representations -Specialist communication aids -Technology-Support staff	Ensure all staff understand their responsibilities to support communication methods.	All stakeholders will be able to access information as required.	Headteacher Site Manager Admin. Team Termly
Pupil and parent voice will enable people to articulate their needs	Pupil forums: -class discussions -school council meetings -representative groups. Opportunities for parents: -pupil entry forms -parents' evenings -generic email -staff availability	Ensure all staff understand their responsibilities to support communication methods.	All stakeholders will be able to access information as required.	Headteacher Site Manager Admin. Team Termly

