LEAS PARK JUNIOR SCHOOL
ACCESSIBILITY PLAN 2026 - 2027

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Vision

Leas Park Junior School encourages everyone to excel by:

- Providing a welcoming, safe and happy school where everyone is respected and listened to
- Working in partnership with parents and the wider community
- Striving for the highest possible standards of pupil achievement and behaviour
- Placing an emphasis on the virtues of kindness and appreciation and creating an inclusive school for everyone
- Developing our Core Values across everything we do

We aim to:

- Ensure that the arrangements made for pupils with special educational needs and disabilities are in line with the requirements of the Special Educational Needs and Disabilities and Equality Act
- Provide a broad and balanced curriculum for all pupils according to their needs
- Ensure that all pupils with Special Educational Needs and Disabilities are able to take part in all activities of the school including those that occur outside school hours
- Ensure that all pupils are involved in decisions made about them and their education
- Involve our parents in school life and keep them informed about their child's progress

- Establish close professional relationships with parents and families (compliant with Equality act 2010)
- Ensure all policies clearly reflect inclusive practice and procedures

We know that many pupils will have a special need at some time during their school life and that the best way of helping them is for everyone involved to work together.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Leas Park Junior School actively involves outside agencies to support the progress of pupils experiencing difficulties. These include:

- School, Children, Family Support Services (SCFSS)
- Sherwood Area Partnership (SAP)
- Manor Family SENDCO's
- EPS team
- Healthy Families Team

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises and ensure that safeguarding procedures are in place for all staff.

For further information, please visit the Notts Help Yourself page:

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=rMP56S5C5k8

3. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by:

- The Head Teacher
- All staff
- Governors

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs and Disabilities (SEND) information report
- Supporting pupils with medical conditions LA policy
- EHCP and personal health care plans
- Covid 19 School Risk Assessments and government guidance in education including updates from the local authority and public health

Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success Criteria
1, Increase access to the curriculum for pupils with a disability	We use resources tailored to the needs of pupils who require support to access the curriculum Progress is tracked for all pupils including those with a disability. Tracking is undertaken by a variety of means e.g. B squared, Personal Plans, EHCP reviews Curriculum resources incorporate	All pupils access a curriculum that enables them to achieve Resources are tailored to support pupils To ensure all pupils are making progress To promote positive attitudes towards disabilities To ensure targets set are	Staff to regularly review the curriculum to ensure it is accessible to all pupils Visual timetables are in place Data to be used to analyse progress in learning and towards targets set Progress of SEND pupils discussed with support agencies (SFSS) Staff to ensure resources eliminate discrimination	Staff and subject leaders with the governing body	Termly	All pupils access an appropriate curriculum Visual timetables are in place Pupil progress is evidenced Positive images are displayed All pupils are able to achieve targets set Policies are relevant to all Children are supported in areas of difficulty

	people with disabilities Targets are set effectively and are appropriate for pupils with additional needs Interventions are in place School transition plans are in place Staff training in supporting pupils with SEND- focus on key areas of need is in place	achievable for all pupils To ensure policies are relevant for all pupils To increase progress in Maths, English and Phonics To increase staff's understanding of issues arising from pupils with SEND needs	SMART/ personalised targets are set for all pupils Policies are discussed and updated to meet the needs of all the pupils Interventions are delivered in a timely manner Training to increase SEND awareness and development of resources			Increased awareness of SEND

2. Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Disabled parking bay Ramps Disabled toilet Annual health and safety inspections to monitor the condition of the physical environment. Risk assessment reviews Health care plans reviews	Enable disabled visitors to access school Access available to main school via entrance and to the Nursery unit Toilets for disabled use are available off the school hall. Health and Safety Inspections carried out to ensure physical condition complies with requirements. To ensure outdoor area is suitable for a child with mobility needs	Keep current access under review, and act upon any recommendation from audits	Premises Manager with Governing Body and Head Teacher	Termly	The school environment is accessible for all Recommendations are acted upon

3. Improve the sharing of information to pupils with a disability	We use a range of communication methods to ensure information is accessible. This includes visual timetables , signs and symbols , worksheets are not always delivered on white paper, pictorial symbols and representations School website is updated regularly, and has a 'translate' function for parents for whom English is not their first language	To enable all pupils to know what they need to do Simple signing and pictoral signs are used for non- verbal pupils To ensure children have the curriculum reduced to smaller steps To ensure blended personalized learning can be accessed at home where necessary To ensure parents know	Ensure all classes talk about their timetable so it is understood All classes are to label resources and ensure these are available for children with specific difficulties Ensure picture clues are incorporated as necessary to help pupils decipher what they need to do Staff to discuss newsletters with parents and pupils	All staff, including those with responsibility for the website	Ongoing	All pupils are aware of the day's events Pupils are aware of visual clues to support their learning and understanding Pupils have instructions displayed in smaller steps Pupils will know what is required when completing their work There is a clear understanding around information being sent home

	Newsletters are discussed with parents who have difficulty with reading	what the newsletters say To involve the L.A .when necessary to ensure information is understood To notify parent/carers of their child's success within school The school will review formats publicised on the school website for new parent/carers to school, in order to ensure accessibility for all.	School to access assistance from the L.A. when necessary Notification of a pupil's success is texted home and / or sent via MM Member of staff with responsibility for the website to ensure it is accessible for all			Information sent home is understood by all Parent/carers have immediate knowledge of a successful day Web site is relevant for all stakeholders