



**Leighton Primary School
Equality and Accessibility Audit and Access Plan
Autumn 2025- Autumn 2028**

Chair of Governors: Date.....

Introduction

The Equality Act 2010 states that all schools require an accessibility audit and access plan in order that school premises and learning environments are assessed regularly to enable all provisions for disabled access to be put in place. This audit and plan replaces the school's previous Disability Policy.

Leighton's purpose is to cause the students and adults of its community to develop into people who are confident, reliable, caring and successful, with the self-esteem to participate actively and responsibly in all aspects of life and for whom learning will be a constant component of their life-style. Leighton is therefore equally ambitious for its disabled students and staff.

The audit and resulting action plan cover students, staff, parents and all users of the school.

Students:

Leighton's core values are built around providing an environment in which all students of all abilities and cultures succeed and thrive. Leighton is proud of the rich diversity of its community and Leighton's response to the varying needs of its disabled students is a vital part of personalising learning for all.

The Governing Body has three key duties towards disabled students,

- (A) Not to treat disabled students less favourably for a reason related to their disability;
- (B) To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- (C) To increase access to education for disabled students.

The proposals of the Governing Body of the school to increase access to education for disabled students cover three key areas:

- (A) Increasing the extent to which disabled students can participate in the school curriculum;
- (B) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- (C) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

School trips are planned on the basis that all students are included. The Local Authority Educational Visits' Co-ordinator are consulted as appropriate.

In addition, we seek to utilise new technologies to improve e-learning and develop a virtual learning environment.

Leighton School is aware that some students with disabilities may also have Special Educational Needs (SEN) and may have an Education, Health and Care (EHCP) Plan which brings together health and social care needs, as well as their special educational provision. For students with SEND, this guidance should be read in conjunction with the SEND Code of Practice 2014 and the school's Special Educational Needs and Disabilities Policy.

Employees:

It is important to remember that the Equality Act 2010 applies to all those working at Leighton in whatever capacity and includes those who are working under a contract.

Becoming a disability friendly place to work and having a diverse workforce is likely to be associated with improved retention, more reliable information and can bring wider benefits to the school.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

The school Accessibility Plan has, to date, enabled the school and LA to complete the following adaptations to learning provision and to the site:

- (A) Increased use of ICT across the curriculum to improve learning and progress of students with physical needs
- (B) Provision of adjustable tables for all subject areas to access for students with physical needs
- (C) Installation of a toilet with disabled access around the site –furnished with changing equipment for specific student needs.
- (D) All disabled toilet sinks have been equipped with 'paddle' taps for ease of use.
- (E) To consider installing carpeting and acoustic ceiling tiles into some classrooms as deemed appropriate.
- (F) Provide two disabled access parking spaces in the main car park.
- (G) Installing ramps to all ground floor entrances where there is a change in height

The Equality and Accessibility Audit and Action Plan detail further planned improvements.

This Audit and Action Plan will be reviewed annually by the Governing Body, Head Teacher, Site Manager and The Health and Safety Officer). A report updating the Governing Body will be presented annually. The update will include specific evidence of impact over the preceding twelve month period alongside plans for further improvements.

The Equality and Accessibility Audit and Action Plan is available in the following ways:

- (A) Via the link on the school website
- (B) On request from the School Office
- (C) On request via email

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The resulting action plan is attached and identifies how the school will address the priorities identified in the plan.

Appendix 1: Equality and Accessibility Audit and Access Plan

Leighton Primary School

Date: NOVEMBER 2025

Outcome	Task	Time scale	Resources	Responsibility	Monitoring
Access to Curriculum Ensure ICT provision is available for students with disabilities	<ul style="list-style-type: none"> ☞ Portable ICT equipment is used throughout the school to enhance the learning of all children. Encourage use of equipment to support learning of SEND children where appropriate ☞ Teach students and staff how to manipulate ICT to meet individual needs 	Ongoing	i-pads laptops	KB TG	HT
Access to Curriculum Create effective learning environments for all	Ensure all classrooms and resources are organised in accordance with student needs. <ul style="list-style-type: none"> ☞ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. ☞ Ongoing review of PE Curriculum, seeking and following advice from OT and Physiotherapist. Seek advice from disability advisor over appropriate resources and delivery of PE curriculum to HI, VI and MI impaired children.	Termly By pupil need Termly		SENCO KB /JB SENCO	DHT SENCO DHT

	<p>☞ External specialists to provide guidance on appropriate resources and strategies for delivering an inclusive PE curriculum</p> <p>When school productions are being staged, ensure that pupils who are MI are given suitable parts and children who are VI are correctly and safely supported on the stage.</p>	By Pupil need		Class teacher	SENCO
<p>Access to wider curriculum Ensure access to and increase participation in wider school activities</p>	<p>Produce timetable of all extra-curricular activities and make accessible – newsletter, display in classrooms and post on website.</p> <p>☞ Ensure school activities and learning tasks are accessible to all students.</p> <p>☞ All residential trips to be considered in relation to accessibility and inclusivity for all staff and students.</p> <p>Ensure that sites visited are safe and risk assessments are done</p> <p>Ensure that any transport used for school trips is suitable for MI pupils</p>	Termly		Class teacher	HT
		As required		Trip organiser	HT
		As required		Trip organiser	HT

<p>Premises/H&S Increase site access to meet diverse needs of pupils, staff, parents and community users</p>	<p>Review personal evacuation plans annually and sooner if student needs change. ☞ Improve signage of evacuation procedures, internet safety, fire drill etc . Ensure that the signs comply with regulations for HI and VI students</p>	<p>Annually Annually</p>		<p>SENCO KH</p>	<p>H&S officer H&S officer</p>
<p>Community Improve access to school site for parents/guardians with disabilities</p>	<p>Identify solution through access audit, cost and report</p>	<p>Review annually</p>		<p>Site Manager</p>	<p>H&S officer</p>

