

# Lever Edge Primary Academy



## Accessibility Plan

Reviewed: Autumn Term 2025  
Next Review: Autumn Term 2028



## Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. Lever Edge Primary Academy are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary.
- Increase access to the curriculum of 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 or school visits.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include help with homework, curriculum newsletters and information about the school and school events.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.

Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis.

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

Teaching and Learning Policy  
Equality, Diversity and Community Cohesion Policy  
Risk Assessment Policy  
Health and Safety  
Inclusion Policy  
Special Educational Needs Information Report  
Behaviour Policy  
School Development Plan  
School Prospectus and Mission Statement  
Supporting Pupils with Medical Needs Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

## Increasing access for disabled pupils to the school curriculum.

| Target   | Strategies   | Time-scale                        | Responsibility               | Success Criteria  |
|--|--|-----------------------------------|------------------------------|---|
| Increase confidence of all staff in differentiating the curriculum.                | Identify staff training needs in curriculum access and differentiation.<br>Provide targeted CPD on adaptive teaching methods.  | Ongoing / As required             | SENCO                        | Staff demonstrate increased confidence and skill in adapting curriculum for all learners.<br>Increased engagement and achievement of SEND pupils. |
| Ensure classroom support staff have specific training on disability issues.        | Audit current training levels of support staff.<br>Provide relevant CPD on a range of disabilities and inclusive classroom practices.  | Ongoing / As required             | SENCO                        | Support staff demonstrate improved confidence and effectiveness.<br>Improved support for disabled pupils observed in lessons.                     |
| Ensure all staff are aware of disabled pupils' individual curriculum access needs. | Develop and regularly update Individual Access Plans (IAPs).<br>Ensure timely communication of IAPs to relevant staff.   | Ongoing / As required             | SENCO                        | All teaching and support staff are aware of and implement appropriate strategies.<br>Pupils' progress reflects adequate support.                  |
| Ensure educational visits are accessible to all pupils.                            | Include accessibility as a key criterion when planning trips.<br>Consult with pupils/parents to assess needs and make reasonable adjustments.                                      | As required                       | Deputy Head / Class Teachers | All pupils, regardless of disability, can attend and participate fully in educational visits.   |
| Review and adapt PE curriculum for inclusivity.                                    | Conduct a review of current PE provision.<br>Research and implement accessible sports and inclusive PE activities.<br>Engage with local inclusive sports providers if appropriate. | Annually/ As required             | Sports Coach                 | PE curriculum reflects inclusive practice.<br>All pupils participate meaningfully in PE and sports.   |
| Improve use of assistive technologies in learning.                                 | Identify appropriate assistive tools (e.g. screen readers, speech-to-text).<br>Provide training for staff and pupils on their effective use.                                       | By end of academic year / Ongoing | SENCO / ICT Lead             | Disabled pupils effectively use assistive technologies to access learning independently.  |
| Promote inclusive classroom environments and teaching materials.                   | Audit learning materials to ensure they are inclusive (e.g. visual aids, simplified texts, large print).<br>Provide guidance for inclusive lesson planning.                        | Termly review                     | SENCO / Subject Leads        | Teaching materials are accessible and inclusive.<br>Learning environments support all learners, including those with disabilities.                |

## Improving the physical environment of the school including The Haven

| Target  | Strategies   | Time-scale   | Responsibility   | Success Criteria  |
|---|--|--|--|---|
| The school is aware of the access needs of disabled pupils, staff, trustees, parents/carers and visitors. | Create individual access plans for disabled pupils as part of SEND Support Plans.<br>Identify and record access needs of staff, trustees, and parents/carers.<br>Use parent/carer meetings and induction events to gather information on access needs.<br>Ensure access needs are considered in recruitment and induction processes. | As required<br>During induction<br>Annually<br>Recruitment process | SENCO<br>Headteacher<br>SLT / Admin<br>Recruitment panel | SEND Support Plans and access plans in place and reviewed.<br>Staff and trustees report that their needs are met.<br>Parents/carers can fully access meetings, events, and communications.<br>Recruitment and retention are not affected by access needs. |
| Layout of the school allows access for all pupils, staff and visitors – including The Haven.              | Ensure all new/refurbished areas (e.g. The Haven) are compliant with accessibility guidance.<br>Consult with stakeholders before changes.<br>Provide ramp access to The Haven entrance.<br>Signage and door widths reviewed for accessibility  | As required.   | Headteacher /<br>Trustees / Caretaker                    | All school areas, including The Haven, are fully accessible.<br>Physical access improvements completed without barriers or complaints.  |
| Provide safe and efficient access to The Haven via car park for transport drop-off and collection.        | Designate and signpost accessible parking/drop-off bays near The Haven.<br>Ensure routes are safe, well-lit, and clearly marked.<br>Liaise with transport providers and parents for individual needs.  | From Autumn<br>Term 2 2025   | Business Manager /<br>Caretaker                          | Transport drop-offs/collections occur smoothly and safely.<br>Parents and staff report improved accessibility and safety.   |
| Ensure all disabled pupils and staff can be safely evacuated in emergencies.                              | Create and review Personal Emergency Evacuation Plans (PEEPs) for all pupils/staff requiring them.<br>- Ensure evacuation routes are accessible from The Haven and other areas.<br>- Provide regular staff training.   | As required.   | SENCO / Business<br>Manager                              | All pupils/staff have up-to-date PEEPs.<br>Staff understand and implement procedures.<br>Fire drills confirm safe evacuation from The Haven.  |
| All fire escape routes are suitable and safe for everyone, including The Haven.                           | Conduct weekly checks of all egress routes.<br>- Include accessibility audit of escape paths (e.g. ramp gradients, surfaces, lighting).<br>- Respond promptly to any accessibility issues.   | Weekly   | Caretaker  | All escape routes remain clear, accessible, and compliant.<br>Logs confirm regular checks.<br>Visitors and pupils can evacuate independently where appropriate.   |

## Improving the Delivery of Information to Pupils and Parents/Carers with Disabilities – Including Access to The Haven

| Target  | Strategies   | Time-scale                   | Responsibility                    | Success Criteria  |
|---|--|------------------------------|-----------------------------------|---|
| Improve the delivery of information to pupils with a disability             | Ensure a range of accessible communication methods are available, including:<br>Internal signage in large print and symbols<br>Large print or coloured overlays<br>Braille resources (where required)<br>Visual timetables<br>Induction loops in relevant areas<br>Use of pictorial, symbol-supported and audio resources<br>Liaise with external agencies (e.g. sensory support teams) to support provision.<br>Ensure accessible resources are available in The Haven.<br>Staff training on using and creating accessible formats. | Ongoing / As required        | SENCO / Class Teachers / ICT Lead | Pupils with disabilities can access information independently or with minimal support.<br>Increased engagement and understanding in lessons.<br>Pupil feedback reflects confidence accessing information. |
| Ensure all parents/carers with disabilities receive accessible information. | Ask about preferred formats (e.g. large print, audio, email) during admissions and parent meetings.<br>Ensure letters, newsletters, and school reports are available in accessible formats.<br>Offer interpretation or translation services for parents with sensory or cognitive needs.<br>Provide digital copies with screen reader compatibility.   | On admission / Termly review | SENCO / Office Staff / SLT        | Parents/carers can access all school communications fully.<br>Positive feedback on school-home communication.<br>Increased parental engagement in school life.  |
| Ensure signage across the school and The Haven is accessible to all.        | Install or update signage to include symbols and large print where appropriate.<br>Ensure wayfinding is accessible for visitors with visual, literacy or cognitive needs.<br>Audit signage in The Haven to suit pupils' individual needs.  | As needed                    | Caretaker / SENCO                 | Clear and consistent signage throughout school and The Haven.<br>Visitors and pupils can navigate the school confidently and independently.   |
| Promote inclusive digital communication.                                    | Ensure website and digital platforms are accessible (e.g. alt text, text resizing, keyboard navigation).<br>Provide training to staff responsible for communications.<br>Regularly review digital accessibility compliance (e.g. WCAG 2.1).  | Ongoing                      | ICT Lead / Admin / SLT            | School website and online systems meet accessibility standards.<br>Families report ease of accessing online content.  |