



Accessibility Plan

Approved by: S. Owen
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Next review due by: October 2028

Date: 13.10.25

Signed by: Roy Fisher (Chair of Governors) Signed by: Jonathan Clucas (Head Teacher)

Aims of the Accessibility Plan

This plan outlines how Layton Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every 3 years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

1: Access to the Curriculum:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- Our aim at Layton is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets/Issue	Lead/Responsibilities	Strategy/Action	Resources	Timescales	Success Criteria
SEND and Medical register and information on children with additional needs to be updated annually.	SENDCo	Ensure SEND register reflects current pupils being supported. Arbor to have relevant information required from the SEND register. Ensure Medical register and HCP are updated at least annually. Medical needs pinned at the top of the child's arbor profile. Liaise with parents and external agencies to ensure school has up to date reports. Strong links with the school nurse with regular meetings.	SEND register. Medical register and Arbor. HCP's.	Updated annually. HCP's may be amended as the year goes on if health needs change. SEND register can change throughout the year.	SEND register and medical needs updated and shared with staff. Arbor to be accurate with needs. Teachers and LSA/SSA's aware of the needs of children in their class.
Effective communication and engagement of parents	SENDCo SLT Teachers	Introductory meeting or phone call in September to share learnt in plans. These will be reviewed and shared termly.	Up to date Learning Plans on Edukey. Meeting rooms when required.	Ongoing - termly	Increased engagement of parents.
Effective communications with nurseries and schools to provide a quality transition	EYFS Leader SENDCo Deputy Head.	To identify pupils who may need additional support. EYFS team leader, SENDCo and DHT to carry out visits to all nurseries to discuss every pupil. SENDCo to meet with the Inclusion team to highlight any pupils who have been seen by any external agencies.	Time to complete visits.	Summer Term annually.	Positive transition for children coming from nurseries.

Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	SLT T&L lead SENDCo	Staff CPD to address inclusive classroom practice and embed the 5 Layton principles. SEND training and updates to give staff the toolkit and knowledge required. External providers to deliver CPD – such as ASD training and advice from the inclusion team. Weekly CPD for SSA & LSA.	Weekly CPD External agencies to visit school. SENDCo updates and staff training.	Ongoing	Increased staff confidence in adapting the curriculum. Pupils participation in the curriculum is broader and more effective.
Appropriate specialised equipment is used to benefit individual needs.	SENDCo Class teachers	To liaise with external agencies. To liaise and update parents. Make relevant referrals to external agencies and purchase equipment when required. Identify any staff training needs, e.g physio exercises.	Audit of equipment and needs Staff training Cost of equipment	Ongoing – based on individual needs.	Pupils have appropriate equipment and resources which supports their learning and remove barriers to learning, based on medical professionals advice.

2: Access to the Physical Environment

- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target/issues	Lead	Strategy/Action	Resources	Timescales	Success Criteria
Evaluate day and residential trips in light of current cohort	Assistant headteacher	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning required for residential stays if SEND pupils are going.	Risk Assessments Time to complete pre-visits if required	On going	All SEND pupils are able to access all trips during their time at Layton.
Ensure all children feel safe and involved at playtimes	SLT DSL SENDCo Duty staff	Staff on duty to interact with children and lead games they can join in. Staff to report any children who may struggle with this. Year 6 play leaders to support.	Training for play leaders. Toys and play equipment available for all.	Ongoing	Children feel safe in school Children learn how to play with peers. Children include everyone.

Maintain safe access around the interior and exterior of the school.	SENDCo Business Manager Premises staff	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Ensure for visual impaired children the entrances & exits are clearly marked and visible to see. Staff on duty on stairs to support visually impaired children. Personal evacuation plans in place for those who require.	Premises walks Staff vigilance PEP's	On going	There is safe access throughout the school.
Ensure access for all SEND children at any extended care clubs, or extra-curricular clubs.	SLT DSL School business manager	Ensure all children can access both extra curricular clubs, or extended care clubs by making reasonable adjustments. Ensure staff running the clubs are fully up to date with children's needs.	Use of arbor. Registers of the clubs.	On going	Children with SEND are being fully included in all aspects of school life.

3: Access to information

- To improve the delivery of information for disabled pupils and parents

Targets/Issues	Lead	Strategy/Action	Resources	Timescale	Success Criteria
To enable improved access to written information for pupils, parents/carers and visitors	SLT School business manager	Font size adaptation Electronic versions of written media Availability of large print and braille books. Signage around school is accessible to all, including EAL Updated website	Adapted leaflets, letters etc. Use of Google translate	On going	To ensure all stakeholders can access written information

<p>To review the admission process at all parts of the academic year and ensure the information and procedures are accessible to all</p>	<p>SENDCO SLT All teachers Support staff External agencies</p>	<p>Records passed onto new teachers. End of year class teacher meetings with support staff included. Annual reviews. Plan-do-review Medical forms updated Health plans Risk assessments Significant health problems are photo identified around school.</p> <p>Ensure that the website is accessible to all – i.e incorporates translation features and offers audio versions.</p>		<p>Annually Or with immediate effect for a new starter</p>	<p>Each teacher/staff member aware of disabilities of children in their class. Team leader aware of cohort. Communication on needs before a trip etc.</p>
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