



Accessibility Plan

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Signature of Principal: Mark Aggus

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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 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.

West Leigh Junior 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. We adhere to the Equality Act 2010.

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

This accessibility plan is drawn up to cover a three-year period. It is available online on the school website and paper copies are available upon request.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of West Leigh Junior School, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of our school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of West Leigh Junior School, such as participation in after-school clubs, leisure and cultural activities or school visits. It also extends to the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about our school and events. The information should be made available in various preferred formats within a reasonable time frame.

We regularly review our school access audit and our school supports any available partnerships to develop and implement our accessibility plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and trustees of the school.

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.

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

3. Inclusion Statement

All children deserve to thrive academically and socially. At West Leigh Junior School we adapt our curriculum to ensure it is accessible to meet different needs and high expectations are maintained for all. Inclusion runs through everything we do; it is not a bolt on. We are a community school which strongly believes that we have a duty to provide for the varying needs of our children in order to ensure that they are ready for the next stage of education and beyond.

We have high expectations of **all our pupils**. We firmly believe that with high quality teaching and effective engagement from parents **every child** can meet their academic potential. We are also passionate about the children's social and emotional development and believe that all children should be offered opportunities to ensure that they leave our school with high aspirations for their future.

We believe that all our children have an equal entitlement, and should have an equal opportunity to be supported and challenged to maximise their potential, therefore our curriculum is bespoke and allows children to make progress in a variety of ways.

Every child within our school can thrive and we do everything we can to make sure that happens. That means we:

- provide lessons that meet the needs of every child;
- make reasonable adjustments to lessons and our school environment;
- provide staff training to expand our expertise.

We think about both the long term and the short term. Our ambitions for our children include for them to:

- have personal, spiritual, moral and cultural awareness to learn and achieve;
- have good friendships and relationships;
- live a healthy and independent life;
- be successful in work;
- feel safe and secure.

4. 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 Complete Actions By	Success Criteria
Increase access to the curriculum for pupils with a disability.	<p>Improving teaching and learning lies at the heart of our school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs.</p> <p>Our curriculum is regularly reviewed by senior leaders and subject leaders to make sure it meets the needs of all pupils. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>It is a core value of our school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend after school clubs, leisure and cultural activities and educational visits.</p>	All learning opportunities are appropriately adapted to ensure access by all pupils.	Training for all staff on effective adaptation.	Senior Leaders and SENDCo	Ongoing	Teachers are able to meet the needs of all learners with regards to successfully accessing the curriculum.

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
Improve and maintain access to the physical environment.	<p>At West Leigh Junior School, we continue to grow and develop our physical environment. We have a range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis. Our school environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height • Access to a sensory room for pupils with sensory needs 	<p>Stark lighting to be removed</p> <p>Door Replacements</p>	<p>Adjust the lighting in a particular classroom to make it more conducive to learning.</p> <p>Doors will be adjusted with door handles, instead of door knobs, which are more accessible for individuals to open.</p>	Principal & Premises Manager	April 2026	Lighting will be conducive to learning and remove visual strain.

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
Improve the delivery of information to pupils with a disability.	<p>West Leigh Junior School uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Dyslexia-friendly classroom environments • Use of coloured overlays/backgrounds for pupils with a visual stress diagnosis • Seating arrangements for those with visual or hearing impairments • Braille • Pictorial or symbolic representations <p>If required, West Leigh Junior School will identify agencies and aim to source appropriate materials to enable provision for specific pupils.</p> <p>Additionally, the schools IT infrastructure enables us to access a range of supportive materials.</p>	<p>Availability of written information in alternative formats</p> <p>Make school brochures, newsletters and other information available for parents in alternative formats, upon request.</p>	<p>The school will stay informed of the services available for converting written information into alternative formats.</p> <p>Promote the availability of material in different formats for those that require it.</p>	<p>School leaders and IT manager</p> <p>School leaders</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>The school will be able to provide written information in different formats when required for individual purposes e.g., braille.</p> <p>All school information will be available through hard copy and school website.</p>

5. Monitoring arrangements

The Access Audit of West Leigh Junior School is undertaken regularly and informs the Accessibility Plan. Some items may roll forward into subsequent plans if they are not feasible to complete within the timespan of this plan.

The Access Audit is revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

The Accessibility Plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be monitored through the Premises/ Health and Safety Committee and approved by the Trustee board.

6. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical needs policy