

The Leys Primary and Nursery School

Accessibility Plan 2026-2029

The Equality Act 2010 requires schools to have an accessibility plan aimed at:

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

	Targets	Actions	Success Criteria	Time Frame	Goal Achieved
Curriculum	Embed adaptive teaching so all staff consistently plan for accessibility first (proactive planning and curriculum design)	- Provide whole-school training on planning for accessibility-first approaches (universal design for learning principles, scaffolding, step sequencing). - Require subject leaders to include accessibility checks in curriculum planning and scheme documents within their inclusive planning.	- Learning walks/book looks show evidence of planned, not ad-hoc, adaptations in 90%+ lessons observed within one year. - Subject leader curriculum documents include explicit accessibility statements for each unit in all foundation subjects within 9 months.	Start Term 1 (academic year); training by Term 2; full embedding by end of Year 1	

		- Share a bank of proven in-class strategies and sentence stems for differentiation on the staff drive.			
	Increase availability of, and staff confidence with, assistive technology (AT)	- Audit current AT devices and software and map to pupil needs; produce a prioritised procurement list. - Allocate a ring-fenced budget for AT in the next financial plan and seek external funding where appropriate. - Provide hands-on training sessions and short how-to guides for key AT tools (eg speech-to-text, reading pens, Clicker, Immersive Reader, text-to-speech, switch access devices). - Create a cohort of AT champions	- AT audit completed and prioritised list produced within 8 weeks. - Purchase and deployment of priority AT items within one term after budget agreed. - At least two staff AT champions trained and available in-school by Term 2. - 90% of pupils identified as benefiting from AT have it recorded in their support plans and are using it consistently within one term of allocation. - Termly reviews show measurable improvement in	Audit Term 1; procurement Term 2; training ongoing; review each term	

		(teachers/LSAs/pupils) to support colleagues and maintain devices. -Monitor usage by logging AT allocations and reviewing termly in Pupil Progress / SEND review meetings.	the targeted access outcomes (e.g., increased independent written output, improved reading comprehension scores) for 70%+ of AT users within one academic year.		
	Develop a formal inclusive visits checklist and early planning process for all trips and residentials	- Use a standard inclusive visits checklist covering risk assessment, accessibility of venues, transport arrangements, staffing ratios, required equipment/AT, pre-visit assessments, parental and pupil consultation, and emergency arrangements. (ELVOVE) - Make the checklist mandatory in the school visits approval process; include an accessibility section on the trip pro forma.	- 100% of upcoming trips use the checklist and include a signed pre-visit accessibility review before approval. - Parental and pupil feedback after pilot trips indicates accessible provision in at least 90% of areas identified as important. - No cancelled or exclusionary incidents due to avoidable access barriers on trips during the	Checklist drafted Term 1; mandatory use from Term 2; pilot in first half of Year 1; review after pilot	

		- Provide training for trip leaders on inclusive planning and reasonable adjustments; circulate a short guidance note for external providers about the school's inclusion expectations. - Introduce a pre-visit meeting involving trip leader and relevant staff to review needs and allocate roles/responsibilities. - Pilot the checklist on the next three trips; collect feedback from pupils, parents and staff and refine the checklist.	first year of implementation.		
	Improve pupil participation in setting and reviewing their own targets	- Revise individual support plan templates to include a pupil-friendly target-setting section and a pupil comments box.	- 100% of pupils with SEND have at least one pupil-stated target in their support plan within one term.	pupil-led reviews each term; full cycle in Year 1	

		- Train staff in pupil-centred target-setting conversations (how to elicit pupil voice, scaffold goal-setting using small-step objectives, and record agreed success criteria). - Introduce brief pupil-led review meetings each term (pupil + class teacher/LSA when appropriate) to reflect on targets and next steps; use visual or technology-aided formats for pupils with communication needs. - Use age-appropriate tools (e.g., pupil reflection sheets, simple one-page profiles, visual progress trackers) so pupils can evidence progress toward targets.	- At least 80% of KS2 pupils participate in EHCP review meetings within one academic year. - Evidence in support plans shows pupil comments influencing 70%+ of revised targets. - Staff survey shows 85%+ confidence in running pupil-centred target-setting conversations after training. - Demonstrable pupil progress on selected small-step targets for 70%+ of pupils after two review cycles		
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		- Monitor and record pupil attendance at review conversations and the extent to which their contributions are reflected in revised targets.			
Physical environment	Targets	Strategies	Outcome	Time Frame	Goal Achieved
	Ensure future refurbishment projects consider accessibility from the planning stage	- Adopt an accessibility-first checklist to be used by governors, senior leaders and the site manager for any planned refurbishment. - Require architects/contractors to provide an accessibility impact assessment with all project proposals. Any major refurbishment or building works would be consulted with both HCC and Carter Jonas who manages county's property	- All new refurbishment briefs include the accessibility-first checklist and contractor impact assessment. - Evidence of consultation recorded in project files (minutes/emails) with at least two stakeholder responses per project. - All completed projects meet checklist requirements (verified by post-completion accessibility check).	Policy adopted and applied to any planned works immediately; checklist used for all projects over the next 3 years.	

		portfolio. They would consider all accessibility aspects as and when needed. - Include accessibility as a standing item on the capital projects brief and on any tender documents. - Consult with families of pupils with disabilities and the SENDCo during planning to identify practical needs (routes, handrails, door widths, surface gradients, signage, lighting). - Ensure proposed works reference relevant building regs and best practice (e.g., step-free access, level thresholds, lever handles, clear circulation space).	- Budget lines for accessibility present in capital proposals.		
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		- Allocate a designated budget line for reasonable accessibility enhancements within each refurbishment project.			
	Complete an annual accessibility audit of the whole site	- Adopt a standard annual audit tool covering routes, entrances/exits, toilets, classrooms, outdoor spaces, signage, lighting, parking/drop-off, and emergency evacuation arrangements for pupils with disabilities. - Schedule and conduct the audit each summer term involving the SENDCo, premises manager, Headteacher and at least one governor. - Seek input from pupils and parents with disabilities (survey or focus group) for lived-experience evidence.	- Annual audit completed and dated with named participants. - Identified priorities have clear timescales and allocated responsibilities. - Documented evidence of at least one completed priority action from each annual audit in the following year.	First audit completed in next summer term; thereafter annually.	

		- Produce an annual accessibility report summarising findings, prioritised actions, cost estimates and an implementation timescale. - Publish the accessibility report on the school website and keep a paper copy available on request. - Review and update the accessibility plan in response to audit findings and progress.			
	Develop additional low-arousal workstations within classrooms	- Map current classroom layouts and identify spaces suitable for low-arousal workstations. - Produce a specification for low-arousal workstations (acoustic screens, soft lighting options, visual timetables, sensory supports, adjustable furniture).	- Each year group has at least one designated low-arousal workstation available. - Workstations meet the agreed specification. - Staff training completed and recorded for all class teams.	Year 2	

		- Allocate a resource budget and procure materials/furniture. - Train teachers and teaching assistants in effective use of low-arousal spaces and strategies for transitions in and out of these areas. - Monitor impact on behaviour, engagement and progress for target pupils via termly reviews (assess-plan-do-review).	- Documented protocols and risk assessments in place and used. - Termly review data shows reductions in incidents related to overstimulation for targeted pupils and improvements in engagement (measured by behaviour logs and SEND review outcomes).		
Written word	Targets	Strategies	Outcome	Time Frame	Goal Achieved
	Develop a wider range of accessible communication formats (easy read, visual guides, translated documents where appropriate)	- Audit current communication materials (newsletters, policies, reports, key curriculum overviews, consent forms) to identify formats and languages used; record	- Audit completed with a clear gap analysis and needs register. - Templates for Easy Read and visual guides	Year 2	

		needs identified from EHC plans, EHAs, and parent requests. - Produce templates for Easy Read versions (plain English, short sentences, clear headings, large font) for core documents (prospectus, behaviour policy, SEND information, annual reports). - Commission or allocate staff time for creation of visual guides (social stories, step-by-step visuals) for common routines and key events (arrival, fire drill, transitions, trips). - Establish protocol for translation requests and priority languages; contract with translation/interpretation	produced and stored centrally. - At least 60% of core documents have Easy Read or visual versions available for identified pupils/parents. - Translation protocol in place and used; turnaround times documented (e.g., within 10 working days for standard documents). - Pilot feedback demonstrates improved comprehension and satisfaction from pupils/parents (survey scores or qualitative feedback). - Staff consistently using the accessible		
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		provider or identify trained bilingual staff. - Create an accessible communications checklist for staff to use when preparing materials (reading level, font size, contrast, use of visuals). - Pilot accessible materials with a small group of pupils and parents with identified needs; collect feedback and refine resources. - Maintain a register of pupils and families requiring alternative formats and languages to ensure proactive provision.	communications checklist in 90% of materials sampled in monitoring.		
	Review website annually against accessibility standards and ensure documents are accessible	- Conduct an initial accessibility review of the website (WCAG basics: text alternatives, headings, keyboard navigation, readable PDFs,	- Initial website accessibility review completed and remediation plan approved.	Year 1 autumn and spring. Then annual	

		colour contrast) using automated tools and a manual check. - Produce an action plan to remediate issues (e.g., add alt text to images, replace scanned PDFs with tagged, readable PDFs, restructure navigation headers). - Ensure all uploaded documents follow the accessible document templates (tagged PDFs, clear structure, searchable text). - Publish an accessibility statement on the website explaining available formats and how to request them. - Schedule and complete an annual website accessibility review and	- At least 95% of key documents on the website are accessible (tagged PDFs or HTML equivalents). - Accessibility statement published and clearly visible with contact details for requests. - Annual review completed and logged; user-testing feedback demonstrates improved usability (qualitative) and reduction in reported issues. - Number of accessibility-related parent requests reduced (or response time improved) indicating proactive availability.		
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		remediation cycle; record results and actions taken. - Include a short user-testing session with at least two parents/carers and two pupils with accessibility needs each review cycle.			
	Standardise visual symbols across the whole school	- Review existing visual symbols used across classrooms, corridors and on documents; identify inconsistencies. - Select (or commission) a consistent, evidence-based set of symbols (Widgit) that are appropriate for primary pupils and inclusive of cultural and language diversity. - Train staff and TAs in symbol use and in producing symbol-supported resources (brief	- Consistent symbol set adopted and published in a simple visual-symbol guidance document. - 100% of classrooms and key communal areas display standardised symbols for core routines within 3 terms. - Pupil feedback shows improved understanding of routines and expectations (pupil interviews/observation). - Fewer individual bespoke symbol systems in use	Year 2	

		INSET and practical exemplars). - Apply standard symbols to high-frequency documents, timetables, behaviour charts, and key signage across the site. - Monitor use through learning walks and feedback from pupils with SEND.	(reduction measured in monitoring)		
	Increase use of digital accessibility features in newsletters and communications (alt text, accessible PDFs, plain English)	- Create a school-wide digital communications protocol requiring: alt text for images, use of accessible templates for newsletters (HTML email with proper headings), creation of accessible PDFs (tagged, searchable), plain English summaries for complex communications. - Update staff guidance and provide short training for any staff producing	- Digital communications protocol documented and available to staff. - 100% of school newsletters meet accessibility checklist (alt text, readable structure) within one term of rollout. - Communication preferences are recorded for identified families and respected in 100% of distributions sampled.	Termly updates	

		communications (office staff, class teachers). - Configure school newsletter/email system to use accessible templates and to offer recipients format preferences (e.g., large print, translated copy, Easy Read). - Introduce a quality-check step before distribution where a named staff member (e.g., Office Manager) reviews materials against the accessible checklist. - Track communication preferences in the school's MIS and ensure mail-merged communications respect these preferences.	- Staff training completed and at least 90% of relevant staff pass a short accessibility competency check. - Termly reports to governors show sustained compliance and identify improvements and any outstanding issues.		
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		- Report termly on accessibility compliance of digital communications to governors and inclusion lead.			
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SpLD - Specific Learning Difficulties, VI - Visual Impairment, HI - Hearing Impairment

Appendix 1

Checklist for school accessibility

A checklist for schools to follow for accessibility regarding access to site, entrance, reception, corridors, cloakrooms, classrooms, toilets, dining rooms and outside areas.

Access to site		
	Yes/No	Comments
Disabled parking signposted at car park entrance		
Disabled parking space(s)		
Dropped kerb to pavement with appropriate textured paving		
High contrast signage to the entrance.		
Adequate lighting along pathway		
Walkways should be evenly paved and in good		

condition		
Clear of overhanging trees or windows opening onto the pathways		
All stepped areas accessible by ramp with tactile surface at top and bottom		
Appropriate handrails starting before the first step and finishing after the Last.		
Edges of steps/stairs highlighted		
Entrance		
Height of entrance bell clearly visible and contrasting with surrounding areas		
Entrance mats etc. flush with floor no tripping hazard		
Area well lit		

Clear signage		
Reception		
Provide a Lighting Transition Zone out of the main traffic area where a visually impaired person can adjust to the different light levels when entering a building		
Clear of obstacles or clutter		
Glazing should be clearly marked by banding or frosting to indicate its presence		
Corridors		
Plain no glare, non slippery flooring		
Adequate lighting, not pooling		
Corridors should be free of clutter, both floors and walls		

Doors painted in a colour that contrasts with their frame and surroundings		
Door furniture in a different colour to the door		
Clear and tactile signage to classrooms fitted to the outside wall, not the door		
Displays at eye level, tactile if possible		
Raised areas/ steps, which protrude into an open space creating a tripping hazard, require highlighting both the tread and riser need to be clearly indicated		
Cloakrooms		
Coat hooks a good size and contrasting colour		
Classrooms		
Natural light needs to be controllable and		

adjustable i.e. vertical blinds		
Diffusers should be fitted to all artificial lighting and cleaned regularly. Any faltering/flickering light bulbs should be replaced as soon as possible		
Light switches, plug sockets and door handles need to be highlighted to be easily identifiable from a pale background		
Walls painted in a matt finish		
Furniture clearly contrasting with walls and floors		
Glare from tabletops		
Clearly defined and labelled equipment, shelves and storage to encourage independence		
White/blackboard cleaned regularly		
Clear of unused furniture and clutter		

Toilets

Clear and tactile signage

Access to a disabled toilet

Sanitary ware must contrast in colour with the walls and floor

Logically placed hand dryer and bin

Dining Hall

Knives and forks should be stacked with their sharp ends downward or flat to reduce the risk of injury and to prevent those with a visual impairment from handling cutlery belonging to others

Cover or guard any unusually hot surfaces to prevent them from being touched accidentally

Outside areas

External posts highlighted with a band of contrasting colour

Railings and boundary fences kept in good condition and painted in a bright colour

Paint signs and directional markings on walls

All steps should have a tactile surface of raised ribs set parallel to the top step nosings (according to Part M of the Building Regulations) and the bottom (preferred guidance)