

# The Levett School



## Policy for Developing and Reviewing our Accessibility Plan

<i>Policy agreed by Governors on:</i>	
<i>Review date for Governors:</i>	
<i>Allocated Group/Person to Review:</i>	Emma Place
<i>Agreed frequency of Review, by allocated person:</i>	3 years
<i>Last Review date:</i>	May 2025

Melton Road, Sprotbrough, Doncaster, DN5 7SB



Doncaster  
Council

## **POLICY FOR DEVELOPING AND REVIEWING OUR**

### **ACCESSIBILITY PLAN**

#### **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities

- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Responsible Body**

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
  - (i) within a reasonable time, and
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
 of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

**Other relevant legislation, regulations & guidance;**

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*

Health Standards (England) Regulations 2003

**The School’s Context**

We are a maintained school Pupil Referral Unit for children / young people from **KS1 into Early KS3**. The school comprises of two buildings covering a small site, of one storey construction.

In the years 2024/25, we had 35 children / young people identified as having a disability under the given definition.

**The School’s Aims**

The Levett School is a safe and welcoming environment that offers places to pupils with a variety of needs. Our aim is to provide a curriculum and provision that is nurturing, engaging and puts the needs of the child at the heart of the curriculum. Through a variety of approaches and a bespoke curriculum the school will then work with the young person and their family to provide an appropriate education package that meets the need of the child.

The Levett School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

## **Accessibility Plan**

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan. The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

## **Equal opportunities**

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **Admissions**

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## **Curriculum**

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Subject lead teachers and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. support plans and risk assessments.

Specialist resources will be made available for pupils with visual impairments, such as large print reading books. Learning support assistants are deployed to meet individual need and implement specific literacy, numeracy and speech interventions.

### **Physical environment**

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for showering.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

### **Transport**

The local authority is responsible for transportation of pupils to and from school, via taxis. It is the responsibility of the transport team to ensure that taxis are appropriate and meet need, such as wheelchair access and ramps.

A child will not be denied a place at school, on the grounds of alternative forms of transport being required

### **Monitoring and review**

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.

### **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEN Governor: Jane Bainbridge
- Headteacher: Hannah Buchanan
- SENCO: Emma Place
- Business Manager: Bev Jones

### **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,

- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

The Levett School's Accessibility Plan will be made readily available to all stakeholders, including staff, students, parents, and external partners, through multiple accessible formats. It will be published on the school's official website under the "Policies and Documents" section, ensuring ease of access for those seeking information online. Hard copies will also be available upon request at the school's main office for individuals who prefer or require printed materials. Additionally, the plan can be provided in alternative formats, such as large print or audio, to accommodate specific accessibility needs. Regular updates and reviews will be communicated through newsletters and school meetings to ensure ongoing awareness and engagement with the plan's objectives and improvements.

### **Other School Policies & Documentation**

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEND Information Report.
- Behaviour Management
- School Development Plan
- School Brochure and Mission Statement



The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

## AUDITS & ACTION PLANS

### Access Audit

**Date:** \_\_\_\_\_

**Lead member of staff:** \_\_\_\_\_

**Section 1** The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.				
All school staff and the governors have had access to training on disability equality and inclusion.				
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.				
Positive images of people with different abilities are apparent in the classrooms and the school generally.				
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All				

children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.				
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.				
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.				
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.				
When renewing computer hardware and				

software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.				
Provision of laptops or e-devices are considered to aid recording and / or communication.				
School visits are subject to a regular review to ensure increased levels of access or alternative experience.				
The school links with other schools to share good practice.				
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.				
Access Arrangements are used when appropriate to support children / young people with accessing assessments.				
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.				
A governor takes				

particular interest in, and responsibility for promoting disability awareness and inclusion.				
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**Section 2:** The school is designed to meet the needs of all children / young people.

<b>Statement</b>	<b>Fully</b>	<b>Partly</b>	<b>Not</b>	<b>Plan Prompt</b>
The size and layout of areas allow access for all children / young people, including wheelchair users.				
In considering the school budget there is a clear plan to improve access and resources for those with a disability.				
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.				
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.				
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.				

Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.				
<p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p>				
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.				
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.				

Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.				
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.				

**Section 3:** The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.				
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.				
ICT facilities are used to produce written information in different formats as appropriate.				
Staff are familiar with technology and practices developed to assist people with disabilities.  External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses,				

Health visitors...				
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.				



## Access Planning Template for Period 2023/24 – 2026/27

Lead member of staff: \_\_\_\_\_ Date: \_\_\_\_\_

**Date of Review:** \_\_\_\_\_

**Name of Reviewer:** \_\_\_\_\_

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

The Levett School will monitor the implementation of the plan and keep under review the access needs of the school.

### **(SCHOOLS TO POPULATE THIS TABLE AFTER COMPLETING AN ACCESS AUDIT)**

	<b>Focus/Objective</b>	<b>Action</b>	<b>People Involved</b>	<b>Timeframe</b>	<b>Cost</b>	<b>Outcome/Review Evaluation</b>
<b>Short Term</b>	<i>E.g. Availability of written materials in alternative formats.</i>	<i>School makes itself aware of services available through LA for converting written info into alternative formats</i>	<i>SENCO / SLT</i>	<i>E.g. Term 1 2023/24</i>	<i>£Hourly Wage</i>	<i>If needed the school can provide written information in alternative formats. Delivery of info to disabled children / young people has improved.</i>
<b>Medium Term</b>	<i>E.g. Incorporation of appropriate colour schemes when refurbishing to benefit children / young people with visual impairments and install window blinds.</i>  <i>E.g. Training for teachers on differentiating the</i>			<i>E.g. Term 1 2024/25</i>		

	<i>curriculum.</i>					
<b>Long Term</b>	<i>School plans to improve access to designated areas over successive financial years.</i>			<i>E.g. Term 3 2025/26</i>		

**Access Plan for Period 2023/24 – 2026/27 (continued)**

**Additional Views from Consultation**

***Insert any other views of those consulted during the development of the plan.***

### Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: \_\_\_\_\_ Date: \_\_\_\_\_

Period of Plan being checked; \_\_\_\_\_

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?		
Access to the Physical Environment?		
Auxiliary aids and services?		
Teaching and learning practices?		
Staff training?		
Culture and ethos?		
Provision of written information?		
2. Are there targets that are;		
Short term?		
Medium term?		
Long term?		
3. Are there clear strategies to ensure targets fulfilled?		
4. Are there clear outcomes linked to the targets?		
5. Is there a realistic time frame?		
6. Are there indications as the resourcing of the plan?		

### Recommendations

*Insert any recommendations made as a result of the checking exercise.*