

The Levett School Accessibility Plan 2025–2028

1. Context & Legal Framework

The Levett School is committed to ensuring equal access to education for all pupils, in line with the Equality Act 2010 and the Children and Families Act 2014.

As a Pupil Referral Unit (PRU) in Doncaster, the school supports pupils with a range of additional needs, including SEMH, ADHD, and Autism.

This Accessibility Plan has been developed in accordance with Doncaster’s Accessibility Strategy for Schools 2023–2025.

The plan addresses three key strands of accessibility:

1. Increasing access to the curriculum for pupils with disabilities.
2. Improving the physical environment of the school to increase participation.
3. Improving the delivery of information to pupils and parents with disabilities.

It also incorporates objectives for extra-curricular activities and transition planning.

2. School Profile & Audit Summary

The Levett School operates on a single site in Doncaster. Accessibility features include:

- Step-free access with ramps
- Accessible toilets
- A dedicated sensory room

The school supports pupils with SEMH, ADHD, Autism, and other complex needs. The cohort has high levels of

vulnerability, requiring bespoke educational and emotional support.

Strengths

- Strong pastoral support and small class sizes enabling personalised learning.
- Experienced staff trained in supporting SEMH, ADHD, and Autism.
- Physical accessibility across most of the site is already good.
- Strong partnerships with Doncaster SEND services and external agencies.

Areas for Development

- Ensure all school communications are accessible to parents/carers with different needs.
- Continue CPD for staff on accessibility and inclusive pedagogy.
- Expand inclusive provision for extra-curricular activities.
- Regularly review physical environment for further accessibility improvements.

3. Accessibility Plan Objectives (2025–2028)

Strategic Aim	Success Criteria	Key Actions / Steps	Lead Responsibility	Timeframe / Review
Curriculum Access & Participation	All pupils with disabilities access and participate fully in curriculum and enrichment activities. Measurable progress is seen termly.	• Audit curriculum for accessibility. • Implement visual supports and structured routines for pupils with Autism. • Provide CPD for all staff on SEMH, ADHD, Autism, and	SENDCo / Curriculum Lead / Headteacher	Annual review; key actions by Dec 2025,

		differentiated instruction. • Review and adapt extra-curricular activities to be fully inclusive. • Track engagement, attainment, and behaviour termly.		ongoing monitoring
Physical Environment	Site fully accessible, safe, and supportive for all pupils, including those with mobility needs and sensory sensitivities.	• Conduct full site accessibility audit using Doncaster checklist. • Maintain ramps, handrails, accessible toilets, and signage. • Review sensory room facilities and update for pupils with Autism/SEMH. • Consider lighting and sound adaptations in classrooms.	Site Manager / SENDCo / Headteacher	Audit by July 2025; modifications completed by July 2026; review annually
Information & Communication	Information accessible to all parents and pupils in preferred formats; school website meets accessibility standards.	• Review all communication (letters, reports, newsletters) for plain English and accessibility. • Offer documents in alternative formats (large print, digital, translated) on request. • Provide training to admin staff on accessible communication. • Ensure website conforms to accessibility guidelines.	Admin Lead / SENDCo	Review by Dec 2025; ongoing updates

Culture & Leadership	School leadership promotes inclusive culture; staff confident in accessibility practices; Governing Body monitors progress.	• Include accessibility updates in SLT and Governor meetings termly. • Provide staff training on accessibility legislation and inclusive practice. • Collect pupil and parent feedback on accessibility annually. • Embed accessibility targets in school improvement plan.	Headteacher / Governing Body / SENDCo	Termly reporting; annual evaluation
Transition & Post-School	Smooth, inclusive transitions into, within, and from the PRU; pupils supported for next placement or post-16 setting.	• Review transition procedures for accessibility. • Liaise with receiving schools and external agencies. • Provide transition support tailored to SEMH/ADHD/Autism. • Track outcomes for all pupils with SEND.	SENDCo / Transition Lead	Review by June 2027; updates as required

4. Monitoring & Review

- Termly review of pupil engagement, attainment, behaviour, and attendance data.
- Annual surveys and focus groups with pupils and parents to gather feedback on accessibility and inclusion.
- Annual report to Governing Body on progress of Accessibility Plan objectives.
- Adjustments to the plan made as needed to meet pupils' needs and statutory requirements.

5. Resources & Funding

Resources required include:

- Staff CPD budget for accessibility and inclusion training.
- Capital funding for physical adaptations (ramps, handrails, sensory room improvements).
- Technology and assistive devices for pupils with additional needs.
- Administrative support for producing accessible materials.

6. Risk Assessment

- Insufficient accessibility may limit pupil engagement and progress.
- Failure to provide accessible communication may reduce parental involvement.
- Lack of staff knowledge could lead to inconsistent inclusion practices.
- Non-compliance with statutory requirements (Equality Act 2010, Children & Families Act 2014) carries legal risk.

7. Publication & Communication

The Accessibility Plan will be published on The Levett School website and made available in alternative formats on request.

All staff will be briefed on the plan and their responsibilities.

Parents/carers will be invited to contribute to the review process and provide feedback on accessibility.

8. Approval

Approved by: _____ (Headteacher)

Date: _____

Next Review Date: _____