

Askern Littlemoor Infant Academy



ACCESSIBILITY PLAN 2026-2030

Legal Background

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (1995). The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief or sexual orientation".

Under Schedule 10 of the Equality Act 2010, schools are required to prepare and implement an Accessibility Plan which addresses:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of the school; and
- Improving the availability of accessible information for disabled pupils

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

Definition of Disability

Under the Equality Act 2010, a person has a disability if 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.

Long-term means that the impairment has lasted, or is likely to last, for at least 12 months

Purpose of Plan

This Plan shows how Askern Littlemoor Infant Academy intends to ensure and improve the accessibility of our academy for pupils, staff, parents/carers and visitors who may be disabled.

This Plan is anticipatory – it requires thought to be given in advance to what adjustments might need to be made to prevent any disadvantage.

We aim to ensure that our academy 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.

We are committed to ensuring that disabled pupils can participate fully in all aspects of school life, including educational visits, enrichment activities, clubs, performances and leadership opportunities, alongside their peers.

Areas of planning responsibilities

- Increasing access for disabled pupils to the academy curriculum (this includes teaching and learning and the wider curriculum of the academy such as participation in extra-curricular activities, leisure and cultural activities or visits)
- Improving access to the physical environment of the academy (this includes improvements to the physical environment of the academy and physical aids to access education)
- Improving the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.

Aims

Askern Littlemoor Infant Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The academy is fully committed to providing an environment in which all pupils are able to flourish. Our academy recognises the value of every pupil as an individual and aims to effectively meet the needs of all its pupils.

We aim to:

- create an educational partnership with pupils and their families
- identify and respond to individual needs
- identify and overcome potential barriers to learning
- encourage our KS1 pupils to participate in a range of extra-curricular activities
- ensure our pupils are well prepared for transition to the next phase of their education, typically Key Stage 2 at Spa Academy.

Askern Littlemoor is committed to making any reasonable adjustments in order to effectively support all pupils.

Where a pupil has an Education, Health and Care Plan (EHCP), the academy will liaise with the Local Authority to ensure that the identified provision is delivered in an appropriate manner.

In line with the Equality Act 2010, our academy is committed to ensuring equality of opportunity for all pupils, staff, parents, carers and visitors irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.

We promote a culture of inclusion and diversity in which all members of the school community feel proud of their identity and are able to participate fully in academy life. We seek to reduce discrimination and harassment of any member of the Academy and will not discriminate on any of the protected characteristics, save where discrimination is permitted by law.

The protected characteristics identified within the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Staff are provided with one-page profiles and pen pictures highlighting individual pupils' needs.

Our Academy has an accessible site and buildings with the following:

- Accessible outdoor learning and play environments which enable children with a wide range of needs and disabilities to participate fully in school life.
- Accessible toilets within all classroom areas
- A lift to allow access to our mezzanine level within the main school building
- One clearly marked disabled bay in the car park.

- A changing bed within a specially equipped changing room
- Personal Emergency Evacuation Plans (PEEPs) are implemented where required to ensure pupils can be safely evacuated in an emergency.

We are committed to ensuring disabled pupils participate fully in all aspects of school life, including visits, enrichment activities, clubs and performances alongside their peers. Reasonable adjustments will be implemented where needed.

As a staff, we:

- Deliver a range of interventions to support individual pupils with their early literacy and numeracy development
- Provide strategic support from our SENDCO
- Provide Teaching Assistant support in lessons as appropriate
- Deliver emotional and social skills support to individual pupil

The main priorities in the school's accessibility plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCo has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools within Leger Education Trust.
- Disabled pupils have access to all the curriculum.
- Information will be provided in alternative formats where reasonably practicable, including electronic, enlarged print or translated formats.

Training

The school will provide appropriate training and professional development opportunities for staff and governors to raise awareness of equality, accessibility, disability awareness and inclusive practice, ensuring staff have the knowledge and skills required to meet the needs of all pupils.

Documents and Policies

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

- Equality Objectives
- Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs and disabilities (SEND) Policy
- Behaviour Policy
- School Improvement Plan

Our academy's complaints procedure covers the Accessibility plan. If you have any concerns relating to accessibility in the academy, this procedure sets out the process for raising these concerns. This plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Monitoring and Review

The Accessibility Plan will be monitored annually by the Headteacher, SENDCo and Governing Body.

Progress towards the objectives and actions contained within the plan will be reviewed annually and reported to governors.

The plan will be reviewed in full every three years, or sooner where changes to legislation,

the school site or the needs of pupils make this necessary.

Accessibility Plan: September 2026-September 2030

Priority	Target	Action to be Taken	Timescale	Responsibility	Outcome
Curriculum Access	Ensure all pupils, including those with disabilities and SEND, can access the full curriculum.	Review curriculum provision annually and implement reasonable adjustments where required. Ensure appropriate resources, interventions and adaptive teaching strategies are in place.	Ongoing with annual review	Headteacher, SENDCo, Subject Leaders	All pupils access a broad, balanced and inclusive curriculum and make good progress from their starting points.
Curriculum Access	Improve staff knowledge and understanding of disabilities, medical needs and SEND.	Deliver regular staff training and awareness sessions. Share pupil profiles and support plans with relevant staff.	Annually and as needs arise	Headteacher, SENDCo	Staff demonstrate confidence in meeting individual needs and reducing barriers to learning.
Curriculum Access	Ensure disabled pupils can participate in wider school life.	Review participation in visits, clubs, enrichment activities, performances and leadership opportunities. Make reasonable adjustments where necessary.	Ongoing	Headteacher, Educational Visits Coordinator, SENDCo	All pupils have equal access to enrichment opportunities and school experiences.
Physical Environment	Maintain an accessible school environment.	Conduct annual accessibility audits of the school site and address identified issues promptly.	Annually	Headteacher, Site Manager, Governors	The school environment remains safe, inclusive and

					accessible.
Physical Environment	Improve access for pupils, staff and visitors with physical disabilities.	Review signage, access routes, classroom layouts and specialist equipment requirements.	Ongoing	Headteacher, Site Manager	Physical barriers are minimised and access is improved where practicable.
Physical Environment	Ensure effective emergency evacuation arrangements are in place.	Develop and review Personal Emergency Evacuation Plans (PEEPs) where required. Conduct regular emergency evacuation procedures.	Reviewed annually	Headteacher, SENDCo, Health & Safety Lead	Pupils and adults requiring additional support can be safely evacuated during emergencies.
Accessible Information	Improve access to information for pupils, parents and carers.	Provide information in alternative formats where required, including large print, translated documents and electronic formats.	As required	Headteacher, Office Staff, SENDCo	Information is accessible to all members of the school community.
Accessible Information	Improve communication with families who may face barriers to accessing information.	Use a range of communication methods, including email, text, website content, translated materials and meetings where appropriate.	Ongoing	Headteacher, Office Team	Stronger engagement with families and improved access to school information.
Monitoring and Review	Monitor the effectiveness of the Accessibility Plan.	Review progress against objectives annually and report findings to governors. Update the plan where necessary.	Annually	Headteacher, SENDCo, Governing Body	Continuous improvement in accessibility and compliance with statutory duties.

Intended Impact by 2030

- Disabled pupils can fully access the curriculum and wider opportunities.
- Barriers to participation are identified and removed wherever possible.
- Staff are confident in meeting a wide range of needs.
- Information is accessible to all members of the school community.
- The physical environment remains welcoming, inclusive and accessible.
- The school continues to meet its duties under the Equality Act 2010 and promote inclusion for all pupils

