



Leytonstone
SCHOOL

Resilience **E**mpathy **A**chievement **C**ommunity **H**onesty

Accessibility Policy

Approved by:	Leytonstone School Governing Board
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Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7

I. 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

Our 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.

The school's ethos is:

'Leytonstone School is a village. We are proud, a family, a community; we are citizens. We work hard together, hands held, challenged to improve, and we improve, every day. Every member of our community is dedicated to growth. We are both teacher and student; when we make mistakes, we reflect, regroup and improve. As Leytonstone citizens we know what we want and we know how to get it. We are curious, we ask questions we delve and discover. We seek experiences which will broaden our horizons and we are equipped to manage the unknown; we are brave and knowledgeable.'

'We know that Rome was not built in a day; we dig deep, stick in our heels, and we make gains. We think, we observe, we are chameleons; ready for any and all situations. We are many, a family from near and far, different in race, creed and belief. We value and understand our diversity. We are healthy in mind and body. Life brings us challenge, but we take care of ourselves and each other; when things get difficult we know where to go. We are the future; we shine bright; we are powerful beyond measure. We are Leytonstone School Citizens.'

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Completion date
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	• Provide training for all staff on differentiation of the curriculum • Provide INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content, through differentiated work sheets, tasks etc. • All departments to show how differentiation is built into each of the schemes of work • Inclusion department to work closely with heads of department and teachers to ensure that all lessons are accessible to all pupils • Teaching staff to liaise with inclusion staff and teaching assistants prior to each lesson so that support is fully utilised	• Each subject area will produce a resource bank of a variety of worksheets, tasks, flash cards and strategies for differentiation appropriate to each curriculum area • Use of interactive whiteboards to enlarge text to make it easy for all pupils to read • Where necessary INSET provided to teachers of pupils with hearing difficulties on the use of the hearing amplifiers and visual aids that can be used in lessons • SEND team to liaise with borough specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources	Senior Leadership Team (SLT)	Ongoing
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators	• Library shelves at wheelchair-accessible height • Height adjustable tables in all classrooms	Review the current library set up and ensure shelves are at wheelchair-accessible height. Install height adjustable desks in all classrooms.	Site team SLT	Ongoing

	• Disabled parking bays • Disabled toilets and changing facilities • Showers and washing facilities • Height adjustable tables				
Ensure equal access for disabled pupils to school clubs, school visits and extracurricular activities	Pupils are able to access and attend trips with their peers	Check each trip at point of request to ensure that it fully accessible for all pupils prior to being signed off	• Risk assessment and planning of trips to include accessibility reference • Analyse extra-curricular activities to ensure inclusion of pupils with disabilities • Draw up a list of venues with disability access and/ or willingness to make reasonable adjustments for disabled pupils	Trip Manager	Ongoing
Improving the delivery of information to disabled pupils (and parents)	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large-print resources • Braille • Induction loops • Pictorial or symbolic representations	To continue to improve the delivery of information to disabled pupils and parents/ visitors	• Provide written materials in alternative formats as requested • Provide school documents with the wording "If you require a large print copy of this document please contact the school" • Provide school policies in print format or via email or on different colour paper as required • Provide the use of text to speech when needed	SLT	Ongoing

			• The display of larger fonts on screens or high contrast themes or screen tint colours • There are pens available to assist in reading • Readers are available during exams to assist, and the school applies for exam concessions regarding extra time when required		
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4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and approved by the Governing Board.

5. Links with other policies

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

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