



“Together We Can”

Leavening Community Primary School – Accessibility Plan (2025–2028)

Leavening Community Primary School is committed to providing an inclusive, nurturing and high-quality learning environment for all pupils. As a small rural school with a high proportion of pupils identified with SEND—particularly those with autism (ASC), ADHD, dyslexia, dyscalculia and working memory difficulties—we recognise the importance of planning for accessibility in both curriculum and environment.

This Accessibility Plan is drawn up in accordance with the Equality Act 2010 and the SEND Code of Practice (2015). It supports our core school values of Care, Share and Belong; Have High Aspirations; Learn Beyond the Classroom; and Teach and Learn with Passion.

1. Aims of the Accessibility Plan

We aim to:

- Ensure all pupils can access a broad, balanced and ambitious curriculum.
- Reduce barriers to learning for pupils with SEND through adaptive teaching and reasonable adjustments.
- Improve access to the physical environment for pupils with sensory, physical and cognitive needs.
- Promote positive relationships, emotional regulation and wellbeing for all learners.
- Work closely with families and outside agencies to improve accessibility and outcomes.

2. Key Areas of Focus

A. Increasing Access to the Curriculum

Objective	Actions	Timescale	Lead	Success Criteria
Ensure all pupils can access high-quality, inclusive teaching	Staff CPD on adaptive teaching strategies, scaffolding, dual coding, and live modelling	Ongoing	Headteacher, SENCO	All teachers demonstrate adaptive practice in observations and planning
Support pupils with working memory, dyslexia and dyscalculia through targeted approaches	Introduce chunking, overlearning, visuals, working walls, and multisensory teaching; use of overlays, maths manipulatives, and repetition	Termly review	SENCO, Class Teachers	Pupils use scaffolds and show improved independence and retention
Support pupils with ASC and ADHD through structured classroom routines	Use of visual timetables, movement breaks, low-arousal spaces, and consistent routines	Ongoing	SENCO, Class Teachers	Improved engagement and reduction in dysregulation incidents
Embed metacognitive strategies to improve retention and confidence	Explicit teaching of self-regulation (plan-do-review), sentence stems, and task checklists	Autumn 2025	Class Teachers	Pupils articulate strategies and demonstrate independence

B. Improving Access to the Physical Environment

Objective	Actions	Timescale	Lead	Success Criteria
Ensure all internal learning spaces are accessible to all pupils	Declutter spaces, provide alternative seating/fidget options, access to noise-cancelling headphones or sensory items	Summer 2025	SENCO, Class Teachers	Pupils report improved comfort and focus in learning spaces
Provide access to quiet/low-stimulation areas for emotional regulation	Develop a designated regulation zone with visuals and sensory supports	Autumn 2025	SENCO	Reduction in behaviour incidents logged on CPOMs
Maintain safe, step-free access to outdoor areas	Regular checks and adaptations to paths, steps, and playground markings	Ongoing	Site Manager	All pupils access outdoor learning and play safely

C. Improving Communication and Engagement with Families

Objective	Actions	Timescale	Lead	Success Criteria
Strengthen partnerships with families of pupils with SEND	Regular communication, shared pupil profiles, termly review meetings and co-produced support plans	Ongoing	SENCO	Families feel informed and involved in their child's learning (via surveys)
Provide information in accessible formats	Use visuals, plain English, verbal walkthroughs, and translation where necessary	Ongoing	Office Manager, SENCO	Families report improved understanding of school systems and events
Raise awareness of adaptive teaching and SEND support strategies among families	Parent workshops on dyslexia, ADHD, working memory and classroom adaptations	Spring 2026	SENCO, DSL	Increased attendance and positive feedback from parents

Additional actions to be agreed and recorded above based upon individual need/response to issues arising.

3. Monitoring and Evaluation

The Accessibility Plan will be monitored by the SENCO and senior leadership team, with termly reviews involving governors.

Success will be measured by:

- Pupil progress and engagement
- Reduction in barriers to learning
- Improved attendance and wellbeing of SEND pupils
- Parent and pupil feedback
- Evidence from learning walks, planning scrutiny and pupil voice

4. Links to Other Documents

This plan works alongside:

- SEND Policy
- Behaviour and Relationships Policy
- Equality Information and Objectives
- School Development Plan
- Risk Assessments and Provision Maps