



Leavening Community Primary School

Equality and Accessibility Scheme 2025–2028

Approved by Governors: September 2025

1. Introduction

Leavening Community Primary School is committed to ensuring equality of opportunity and access for all pupils, staff, parents and visitors. We are a small, inclusive rural school with a high proportion of pupils with Special Educational Needs and Disabilities (SEND) — currently 40% of our school population.

We believe that every child has the right to high-quality education, to feel safe, to be valued, and to achieve their full potential. This Equality and Accessibility Scheme sets out how we will meet our duties under the **Equality Act 2010**, the **SEND Code of Practice (2015)**, and the **Public Sector Equality Duty**, over the three-year period 2025–2028.

2. Legal Framework

This scheme has been developed in accordance with:

- Equality Act 2010
- SEND Code of Practice: 0 to 25 years (2015)
- Children and Families Act 2014
- The School Admissions Code (2021)
- Working Together to Safeguard Children (2024)
- Ofsted Education Inspection Framework (2025)

Under the Equality Act 2010, schools must:

- **Eliminate unlawful discrimination**, harassment and victimisation;
 - **Advance equality of opportunity** between people who share a protected characteristic and those who do not;
 - **Foster good relations** between different groups.
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3. School Context

- Small rural primary school, ages 3–11
 - 40% of pupils identified as having SEND (EHCP and SEN Support)
 - Main areas of need: Cognition and Learning, Communication and Interaction (including ASC), ADHD, Dyslexia, Dyscalculia, and Speech and Language Needs
 - Mixed-age classes with a strong inclusive ethos
 - Rich outdoor learning opportunities (Forest School, sensory garden, allotment)
 - Close community and family partnerships
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4. Our Vision and Principles

- Inclusion is at the heart of everything we do.
 - All children are entitled to access a **broad, balanced and ambitious curriculum**.
 - High expectations, adaptive teaching, and targeted support enable pupils to thrive.
 - Barriers to learning are identified and removed through proactive planning, reasonable adjustments, and specialist input.
 - We promote respect, dignity, and understanding between all members of our school community.
 - Pupil voice is central to shaping inclusive practice.
 - Accessibility is considered in **curriculum, environment, and communication**.
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5. Aims of the Scheme

Over 2025–2028, we will:

1. **Promote equality of opportunity** for all pupils, staff, parents and visitors.
2. **Increase the extent to which pupils with SEND can participate in the curriculum**, achieve excellent outcomes, and take part fully in school life.
3. **Improve the physical environment** to increase access to education and associated services.
4. **Improve the availability and accessibility of information** to disabled pupils and their families.
5. **Eliminate discrimination** and foster positive attitudes and relationships.

6. **Embed inclusive practice** in leadership, teaching, and school culture.

6. Accessibility Plan 2025–2028

6.1 Improving Curriculum Access

Objective	Actions	Lead / Timescale	Success Criteria
Ensure high-quality adaptive teaching for all pupils, including those with SEND	• Ongoing CPD on adaptive strategies and metacognition (EEF) • Consistent use of modelling and visual supports • Use of individualised scaffolds and assistive tech (Clicker 8, talking tins) • Flexible grouping, pre-/over-teaching	SENCO / Teachers Ongoing annually	Pupils with SEND make strong progress from their starting points; classroom observations show embedded adaptive strategies
Ensure curriculum remains ambitious and accessible	• Ongoing CPD on adaptive strategies and metacognition (EEF) • Consistent use of modelling and visual supports • Use of individualised scaffolds and assistive tech (Clicker 8, talking tins) • Flexible grouping, pre-/over-teaching • Subject leaders review curriculum through an inclusion lens annually • Adapt long- and medium-term plans for vocabulary, scaffolds, sensory breaks, task structure	SENCO / Teachers Ongoing annually Subject Leaders / SENCO Annual review	Curriculum documentation shows adaptations; pupils engage fully
Increase participation of SEND pupils in extracurricular opportunities	• Plan inclusive clubs and trips • Provide adult support and accessible risk assessments • Offer inclusive sporting and creative projects	SLT / Teachers Annually	SEND pupils participate in extracurricular activities in line with peers

6.2 Improving the Physical Environment

Objective	Actions	Lead / Timescale	Success Criteria
Improve physical access for pupils with mobility and sensory needs	• Annual site accessibility audit • Develop sensory spaces indoors and outdoors • Clear signage and decluttered spaces	HT / Governors 2025–2028	Environment is physically accessible and inclusive
Ensure outdoor spaces are inclusive	• Maintain and adapt sensory garden and Forest School • Accessible pathways and seating	Forest School Lead / Governors 2025–2026	Outdoor areas support learning for pupils with physical and sensory needs

6.3 Improving Information Access

Objective	Actions	Lead / Timescale	Success Criteria
Ensure information is accessible to all families	• Provide letters in plain English • Offer translation/interpreter support • Use visuals, social stories, digital platforms	Admin / SENCO Ongoing	Families report clear understanding of communications
Strengthen communication with parents of pupils with SEND	• Termly SEND forums and parent voice • Clear EHCP target sharing • Accessible SEN Information Report	SENCO / SLT 2025–2028	Increased parent engagement and satisfaction

7. Equality Objectives 2025–2028

1. **Close attainment and progress gaps** between pupils with SEND and their peers through high-quality teaching and targeted intervention.
2. **Ensure representation and voice** of pupils with SEND and other protected characteristics in pupil leadership and decision-making.
3. **Reduce incidents of discriminatory language and behaviour** through education, restorative approaches, and staff vigilance.
4. **Strengthen staff knowledge and confidence** in supporting a wide range of additional needs.
5. **Promote inclusive curriculum content**, ensuring diversity is reflected in texts, topics, and celebrations.

Progress will be monitored annually through:

- Pupil outcomes and progress data
 - SEND monitoring and provision maps
 - Pupil and parent surveys
 - Governor visits and reports
 - Safeguarding audits and CPOMS records
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8. Roles and Responsibilities

- **Governing Body:** Ensures compliance, monitors progress, and publishes annual reports on equality objectives.
 - **Headteacher / SENCO:** Implements and monitors the scheme, leads training and reviews.
 - **Staff:** Promote equality and inclusion in all aspects of their work.
 - **Pupils:** Contribute through their behaviour, attitudes, and pupil voice.
 - **Parents and Carers:** Support the school's inclusive ethos and provide feedback to strengthen practice.
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9. Publication and Review

This scheme will be:

- Published on the school website
 - Shared with staff, governors and families
 - Monitored annually and reviewed every three years (next full review: **September 2028**)
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10. Linked Policies and Documents

- SEND Information Report
- Accessibility Plan (annual detailed plan)
- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Teaching and Learning Policy
- Equality Policy
- Admissions Policy

Appendix: Three-Year Accessibility Action Plan

Year	Key Priorities	Actions / Monitoring
2025–2026	• Embed adaptive teaching • Audit physical environment • Strengthen family communication	CPD sessions; site accessibility audit; parent forums
2026–2027	• Curriculum inclusion reviews • Outdoor learning adaptations • Staff confidence training	Subject leader reviews; sensory garden adaptations; SEND CPD
2027–2028	• Evaluate impact • Embed sustainable practice • Update equality objectives	Whole-school review; update policy and publish new objectives

Governor Sign-Off

This Equality and Accessibility Scheme was approved by the Governing Body on:

Date: 1st October 2025

Chair of Governors: James Robinson
Headteacher: Sian Mitchell