



Accessibility Plan – September 2022 – Aug 2025

Ethos and aims

Leighton Park School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils and visitors are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils and visitors of information which is readily accessible to those who are not disabled.

How the plan is constructed

The priorities for the Accessibility Plan were identified by:

- Senior Leadership Team
- Estates and Facilities Committee
- Health and Safety Advisor
- Estates Manager
- SENCO

They have considered the following when developing and reviewing the plan:

- Accommodation and premises including for boarders
- Admissions
- Attainment
- Attendance
- Budget
- Education and the curriculum
- Extra-curricular activities
- Governing body representation
- Holiday activities and lettings
- Impact of remote learning
- Physical school environment
- Provision of information
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also conducted an external audit of its estate for pupils and visitors with special educational needs and/or disabilities to assist in planning. The results of our work have informed our school accessibility plan for 2019-2022. The plan and targets have been included on the school's website. Useful information is available in the following publications:

- Reasonable Adjustments for Disabled Pupils 2015 (ECHR)
- Ensuring a Good Education for Children who Cannot Attend School 2013 (DfE)
- Supporting Pupils at School with Medical Conditions 2014 (DfE)
- Mental Health and Behaviour in School 2015 (DfE)

How the plan is reviewed and monitored

There is normally a formal review of the implementation of the plan at the Spring meeting of the Estates and Facilities Committee. The full Board reviews progress at its June meeting. Senior leadership provides a full report at the Board meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs (SEND) Policy

Improving access to the physical environment

	Targets	Action and resource needed	Timescale	Responsibility	Status
Short Term (By Aug 2023)	Accessibility ramps to be purchased/ stored at Peckover	Modest cost	By August 2023	Estates	
	Tactile paving required to top of curved steps near to Annex 1	Obtain quotes	By August 2023	Estates	Consider alternatives – planter or ridges
	Remove small step up to entrance at MFL – eg feathered ramp	Obtain cost estimate	By August 2023	Estates	Long term – powered door
Medium Term (Sept 2023 – Aug 2025)	Investigate the use of portable induction loops in Individual Learning Centre	Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey	By December 2022	Health and Safety Committee	Induction loops installed in Cadbury Room and Main Hall. ILC to be installed if required.
	Consultation with mobility impaired users	Survey to understand further scope for improvements	By December 2023	Bursar	
	Install disabled bay(s) at Grove car park	Modest cost	By early 2024	Estates	As part of Grove refurbishment work
	Adapt existing large accessible WC at Annexe 3 to full adult changing area	Subject to cost	By August 2023	Estates	MMC provides accessible toilets. Convert this space to non-gender specific
	Consider a more accessible route to Oakview/School House	Review and establish best route	By Summer 2024	Estates/Head of Boarding	

	David Linday building – investigate easier doors/ramp	Consider options – powered doors, ramp etc	By Summer 2025	Estates	
	Steps to Reckitt House – improve accessibility	Replace steps with ramp or gentle path around steps	By Summer 2025	Estates	

Improving access to the curriculum

A range of support mechanisms and resources are in place at the school and include:

- support through the school's counselling service
- In-class support in core subjects via teaching assistants
- Small group or individual sessions focusing on core skills
- Pastoral mentoring
- Access to specialist teaching support
- Access to specialist material such as audiobooks and specialist materials (eg for dyslexia) and specialist equipment (eg laptops)
- Adjustments to exam procedures where required
- Library is responsive to the additional needs of some pupils
- Library works closely with ILC staff
- ICT are able to acquire appropriate software as 'reasonable adjustment'
- Staff induction and training Access to courses for staff in specific areas of SEND

	Targets	Action and resource needed	Timescale	Responsibility	Status
Medium term	Develop use of school's tracking system to monitor and evaluate progress of pupils with SEND	ILC to liaise with Heads of Year and academic leadership team	Ongoing	SENDCO/ILC	In progress
	Develop the sensory room for pupils with ASD	Improve existing provision to better reflect student needs	Ongoing	SENDCO/NHA	In progress

Improving access to information

A range of mechanisms are in place:

- Staff responsible for Open Days ensure that provision is made to meet the needs of all parents and children
- Open Days provide opportunity to discuss a child's access needs
- Induction procedures are sensitive to needs of those who may need accessible resources
- Provision of learning and other material in alternative formats is provided where required
- Intranet resources such as ISAMS identify all staff who teach disabled children in the cohort
- Our MIS specifically references prevalent issues with the student cohort. Updating is possible as required
- Support strategy sheets are issued to teachers who will teach those with special learning needs.
- Relevant staff training from time to time

	Targets	Action and resource needed	Timescale	Responsibility	Status
Short Term	Review school leaflets, site plans etc	Include accessibility details, location of accessible WCs, chevrons system for gradient	Summer 2024	Marketing and Admissions	

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Date of last review: Sept 2022

Date of next review: Aug 2025

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