



Accessibility Policy and Plan

March 2026

Contents

1. Our School vision
2. Our Values
3. Policy statement
4. Legislation and guidance
5. Action Plan
6. Monitoring arrangements
7. Links with other policies

1.Our school vision :

At Waltham Leas Primary Academy, we foster kindness, empathy and understanding so that everyone **belongs** and knows their voice matters. In our safe, supportive school, differences

are celebrated so that everyone can learn, grow and thrive together.

We work closely with families and the wider community to nurture, support and **empower** each other in times of joy and challenge.

Our aspirational curriculum, delivered through high-quality challenge and support, is enriched with engaging extra-curricular opportunities. This provides the bedstone for our pupils to become independent, resilient and critically engaged learners ready to **grow with purpose** (flourish and thrive) in an ever-changing world.

We are the heart of Waltham, rooted in hope, creating changemakers of the future.”

To achieve this we will:

- support and encourage the children to become effective independent learners
- constantly develop the quality of our teaching
- strive to actively involve parents in their children’s education

2. Our values

At Waltham Leas Primary Academy:

- We celebrate difference
- We respect every person
- We represent our school
- We have resilience
- We respect property
- We support each other

We will provide opportunities for each child to:

- Develop as a whole person recognising moral, spiritual, physical, social and intellectual needs;
- Work collaboratively and independently with confidence and self-belief

3. Policy statement

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

Waltham Leas Primary 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. Reasonable adjustments are made within the building, to the resources that children use and within activities that children may undertake outside of lessons to ensure that

every child has full access to the Waltham Leas Primary Academy experience.

This policy and plan is available online on the school website, and paper copies are available upon request.

Waltham Leas Primary Academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act (2010), including understanding disability issues. The Academy supports any available partnerships to develop and implement the plan, including but not limited to North East Lincolnshire Local Authority and WLPA's Alliance schools.

If you have any concerns relating to accessibility in Academy, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents/carers, staff and governors of the Academy.

4. 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, and epilepsy.

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.

This policy complies with our funding agreement and articles of association.

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act (2010).

AIM CURRENT GOOD PRACTICE PERSON(S) RESPONSIBLE
MONITORING

Increase access to the curriculum for pupils with a disability

Improve and maintain access to the physical environment

- Our Academy offers a broad and balanced curriculum for all pupils.
- Pupils receive scaffolded and adapted support according to their needs • We tailor resources to the needs of pupils who require support to access the curriculum. Coloured paper, enlarged resources and physical aids are just a few examples of the adaptations made
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with SEN and/or a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is regularly reviewed to make sure it meets the needs of all pupils • Review accessibility of ICT (including iPads & whiteboards) using specialist expertise

The environment is adapted to the needs of pupils as required. This includes: • Ramps

- Corridor width
- Disabled parking bays
- Disabled toilets
- Resources at wheelchair-accessible height

Class teachers

Computing Lead

School Business Manager HT Premises Manager

Year group Leaders SLT including SENDCo

SLT including SENDCo

Increase participation in school activities.

- Audit participation in extra-curricular activities and identify any barriers.
- Ensure school activities are accessible to all students.
- Continue to promote and support Teaching Assistants to lead extra-curricular activities
- Seek advice regarding accessible venues for residential trips and transport.

SENDCo SLT

**AIM CURRENT GOOD PRACTICE PERSON(S) RESPONSIBLE
MONITORING**

Improve the delivery of information to pupils with a disability

To promote positive attitudes to disability

Our Academy uses a range of communication methods to make sure information is accessible. This may include :

- Internal signage
- Large print resources
- Braille
- Radio systems
- Pictorial or symbolic representations, such as Widget
- Maintain a culture that ensures any pupils with disability have their differences celebrated in line with the values of the Academy and are not disadvantaged
- PSHE Curriculum
- Assembly Programme designed to ensure that we teach children to tolerate and be accepting of all groups.

SENDCo

Business Manager / HT

Year group Leaders PSHE Lead

SLT

SLT including SENDCO

6. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board

It will be approved by the governing body and Headteacher.

7. 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 Policy (public sector equality duty)
- SEND information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

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Review by: March 2029