

Levens CE School

Accessibility Plan

September 2025 to September 2028

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Approved by: Governing Body of Levens CE School

Introduction

All schools must have an Accessibility Plan. This is required by law - Equality Act 2010.

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum
- b) improve the physical environment of the school
- c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

1. Vision and aims

Our aim is for everyone at Levens CE School to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life;
- actively take part in high quality learning;
- thrive and enjoy their learning;
- develop the skills to go on and lead fulfilled lives as adults;
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

2. Objectives

At our School, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan;
- the wider disability provisions set out in the Equality Act;
- the United Nations Conventions on the rights of:
 - a) the child;
 - b) persons with disabilities.

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

3. School context

Levens CE School is a relatively small village school with 96 children on role, including 8 children who attend our governor-led nursery. The school is organised into four mixed-age classes, taught by four full-time teachers and supported by a strong team of teaching assistants. The school is an integral part of the village community, set on the outskirts of the Lake District and surrounded by fields and farmland. Levens School has operated on this site since the 19th century but has been extended and enhanced several times over the years with investment from Westmorland and Furness Council and the governing body. In 2023, a large-scale extension was undertaken to increase classroom capacity, a new library, staffroom and meeting rooms. This included gender neutral toilet facilities for all pupils across our school; improved accessibility to the building via a ramp to a new alternative entrance; and increased space for breakout areas to support pupils' mental health.

At Levens CE School our curriculum is very carefully planned and sequenced to ensure all our pupils are able to enjoy and remember their learning, preparing them for the next stage. With a focus on ensuring high standards in reading, writing and maths, we deliver a broad and balanced curriculum relevant to the 21st century. Our pupils develop the necessary skills to communicate with others; to be able to form and maintain positive relationships; to recognise and celebrate their achievements and have pride in what they do. Our Christian ethos pervades every aspect of school; supporting the social, moral, spiritual and cultural development of all pupils. We provide many opportunities for all our pupils to enjoy the outdoors, explore our local environment and experience enriched learning experiences further afield, including residential visits. Relationships are at the heart of the school and our community. Our polite, responsible and enthusiastic pupils are inspired by committed, hardworking staff and school is very well supported by a dedicated governing body. Our parents are another very important part of the team, supporting their child's learning and the work of school in so many ways.

Our vision for the future is to continue the work we have already started on providing an inclusive environment where barriers are removed, and everyone can thrive regardless of any financial, social, emotional, physical or educational disadvantage.

We are passionate about our school and every child; striving to empower their young minds to follow their dreams, be happy and embrace challenge.

To support all our new families, we are proactive in asking questions about any disabilities or health conditions at the early stages of communication to ensure that we are able to make the required adaptations and adjustments to support a smooth and settled start at our school. We also carefully observe and monitor our pupils' progress to ensure we are able to identify next steps and respond effectively.

Where pupils have an Education, Health and Care Plan (EHCP), we are able to ensure that we have a very deep understanding of their strengths and needs, enabling us to support them appropriately.

4. Reasonable adjustments

We have a duty to make reasonable adjustments for disabled students when something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage. We will not be expected to make adjustments that are not reasonable.

The SEND Code of Practice includes factors that should be taken into account and it will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions. As in the previous legislation we are not under a duty to make alterations to the physical environment, though we should be planning to do so as part of our Accessibility planning.

5. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils;
- parents and carers;
- our SENCO and SEND support staff;
- other staff at the school, including the leadership team;
- our SEND Governor and wider governing body;
- relevant specialist services.

6. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report

- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy;
- Curriculum Statement;
- Health and safety policy (including off-site safety);
- Behaviour and Relationships policy;
- School development plan;

7. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Levens CE School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with local partners, including the local authority in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through school leadership meetings.

This Accessibility Plan runs for 3 years and will be updated in September 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Levens CE School complaints procedure covers the Accessibility Plan.

8. Previous actions

Access to the curriculum

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

- Appointment of a member of staff as the SEND lead has strengthened identification, monitoring and progress of pupils who are disadvantaged;
- Extensive, quality CPD for all staff in Quality First Teaching has developed a more inclusive approach to learning across the curriculum enabling pupils to make better progress;
- Whole School training on trauma-informed practice and a new Behaviour and Relationships Policy has ensured consistent approaches from all staff and improved regulation of children who have experienced early life trauma, enabling them to access learning in the classroom;
- Quality CPD in Precision Teaching is supporting the progress of children with specific learning difficulties;

- Investment in a range of new resources to improve access to the curriculum and readiness to learn e.g. wobble cushions, sensory circuit materials, fidget tools, sensory spaces; coloured overlays etc. for pupils with visual stress or dyslexia;
- CPD for relevant staff in understanding and supporting children in the classroom has provided a range of tools and resources to improve access to the curriculum and in turn improved progress as evidenced through pupils tracking.

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

- Installation of another entrance into school has supported the arrival and departure of pupils and visitors via a ramp and wide door that has supported wheelchair access and for those pupils temporarily on crutches.
- New alternative ramp entrance/exit has also provided an additional and more effective escape route in case of emergency.
- New external doors – three in total – provide wheelchair access;
- New light sensors in extension and existing building remove need for disabled pupils to reach light switches;
- Increase in toilet facilities and enhancement of existing toilets have made bathrooms more accessible;
- Risk assessments to support pupils with a physical impairment have been updated to support pupils accessing school on crutches in last academic year.

Access to information

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

- Providing individual support for pupils with visual stress e.g. providing the appropriate tools to access information – preferred colour of paper, dry-wipe boards, coloured workbooks etc.

9. Accessibility Action Plan

Increasing access to the curriculum

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
To improve accessibility to the curriculum using digital technology.	Purchase 6 pen readers to be used in KS2. To provide further opportunities for children to use speech-to-text.	Children who experience barriers to learning in the wider curriculum, due to additional needs, will be able to access their learning and become more independent.	3 per year/ July 2027		
To reduce gaps in pupil knowledge through implementation of evidence-based approaches.	Deploy teaching assistants to deliver specific interventions to individuals/small groups evidencing progress, e.g. precision teaching.	Pupils with specific learning needs make good or better progress.	Ongoing		
Develop pupils' readiness to learn through increasing the range of tools and equipment accessible in the classroom.	Purchase furniture to support learning – e.g. standing desks, study booths and smaller chairs. Sensory tools and environments within the classroom to be maintained.	Pupils with additional needs are able to access learning in the classroom and remain regulated.	Ongoing		
To poverty proof the curriculum to ensure all pupils are able to access learning beyond the classroom regardless of any disadvantage.	Continue to seek ways to reduce cost of school day to all families and seek funding from wider sources to fund visits offsite, musical opportunities etc.	Children and their families will not feel burdened by financial pressures. Financial constraints will not be a barrier to learning and wider experiences.	Ongoing		

Improving the physical environment

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Reduce stress for those children who experience sensory overwhelm in our school dining hall.	Provide staffing and space in school as an alternative area for children who find accessing the dining rooms challenging, due to sensory or emotional difficulties.	Improved experience for children at lunchtimes.	End of Autumn term 2025		
To meet the sensory needs of children who experience overwhelm in school	Develop an area in school for children (specifically those with EHCPs) which will be a place for calm and safety as an alternative to the classroom/outdoors with the support of designated staff.	Children who demonstrate overwhelm can feel safe and secure in school at all times and incidences of feeling overwhelmed and stressed will reduce.	January 2026		
To improve attendance/punctuality of pupils who are at risk of EBSA (emotionally based school avoidance).	Provide a designated space and staff in school every morning as an alternative start to the day. 'Soft starts' will enable pupils to feel calm, settled and happy in school before moving to their specific classrooms.	Number of occasions that children are absent or late for school due to EBSA will be significantly reduced.	January 2026		
Regularly review accessibility of site and building following new build.	Implement procedures for governors responsible for school site to review environment in terms of accessibility at least once per year.	School is ensuring that relevant adaptations are implemented and maintained in event of child needing to access school on crutches or in a wheelchair.	January 2026		

Making information more accessible

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Continue to ensure school has adequate resources to support children who experience visual stress or dyslexia etc.	Work with parents and carers to identify children experiencing visual stress and provide appropriate resources following assessment from relevant professionals.	No child experiences barriers to reading and writing due to access to inappropriate learning resources.	Ongoing		
To create a more accessible and user-friendly school website.	Computing lead to develop internal system to improve accessibility of website through access support.	Website will be more accessible for those with EAL; with visual stress; with sight loss or impairment etc.	Summer term 2026		

